

Point of View

By Mary Lefkowitz

WERE THE GREEKS, as long thought, creators of a unique and influential literature, or did they simply reproduce ideas and concepts that had already been invented by the Egyptians?

George G. M. James's 1954 *Stolen Legacy* is frequently cited these days. It accuses the Greek writers Aristotle, Strabo, and Plutarch of having taken many of their best ideas from books stolen by Greek and Roman soldiers from the Library at Alexandria. Martin Bernal, professor of government and Near Eastern studies at Cornell University and author of the two-volume study *Black Athena*, maintains that no one before 1600 doubted that Greek civilization and philosophy "derived" from Egypt.

Startling assertions such as these often go unchallenged, not because they have even a remote claim to authority, but rather because they are made before audiences who do not know enough about the ancient world to question them.

The problem was brought home to me not long ago when a colleague who is not a specialist in ancient history assured members of an undergraduate society on my campus that Aristotle's treatise *On the Soul* was based on the collection of Egyptian religious texts known as the *Book of the Dead*. Aristotle, my colleague said, discovered the *Book of the Dead* when he went to Egypt with Alexander the Great. The students accepted this remarkable claim because they knew and respected the professor.

Not surprisingly, since neither of the works the professor cited commonly is studied in high school or in introductory college philosophy or history courses, none of the young students in the audience countered that Aristotle had no known contact with Alexander after 343-2 B.C., when he served as Alexander's tutor in Macedonia. No one added that, even if Aristotle had gone to Egypt, it is unlikely that he would have had direct access to the Egyptians' ideas. He didn't speak their language, and he couldn't have seen the *Book of the Dead* in the famous Library at Alexandria, because it wasn't built until after his death in 322 B.C.

If Aristotle could not have seen or read the *Book of the Dead*, and no one is known to have translated it for him, how could anyone think that he stole Egyptian ideas to incorporate into *On the Soul*? The claim sounds plausible only if the two works are read in summaries designed to make them seem as alike as possible. If one looks at the actual texts, even in English translation, it is clear that Aristotle's work does not even treat the same subject as the *Book of the Dead*.

The *Book of the Dead* consists of detailed prayers and rituals for the soul as it makes its journey to the next world; Aristotle's *On the Soul* is an abstract philosophical attempt to define what we might now call the animating spirit of living persons. About all the two works have in common is the notion that the soul exists as a separate entity, although connected to the physical body. On such a general basis, one could equally well insist that Aristotle's ideas were "stolen" from the Hebrew Bible.

So why did this professor talk about Aristotle stealing ideas from the Egyptians? Because my colleague had not even reviewed the evidence for his assertion, it seems clear that he did not want his audience to examine it, but rather to mistrust or disregard traditional notions of chronology and history.

Serious students of the ancient world must rise and protest. At stake is the integrity not only of our disciplines, but of intellectual inquiry in general.

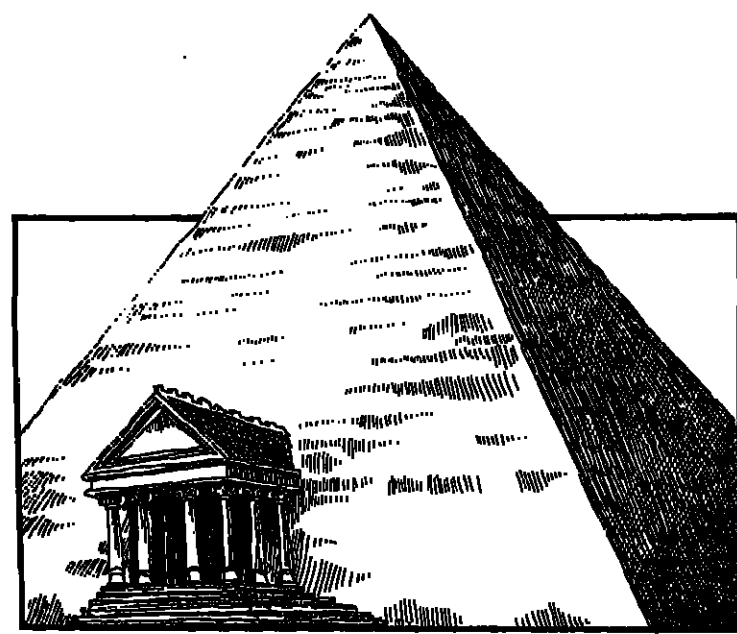
If I had been invited to debate with my colleague, I would have begun by trying to define the nature of cultural borrowing and influence. When general shared assumptions are all that two writers can be shown to have in common, the most that one can infer about their relationship is that they shared a common cultural

background. That does not mean that Aristotle got his ideas from Egyptian civilization specifically, even though Egyptians appeared in history long before Greek civilization reached maturity. Common religious notions indicate only that Greeks and Egyptians lived in roughly the same part of the world, and occasionally encountered one another, either peacefully or in war.

The mythologies of the Hebrews and Babylonians have certain features in common with that of the Greeks, such as the notion of a flood sent by the gods to destroy human civilization. But the existence of common themes doesn't prove or even suggest that one civilization plagiarized the sacred works of the others.

We need to be more precise in our terminology. To establish that Aristotle stole or plagiarized his ideas from an Egyptian source, we'd first need to show that Aristotle had ready access to Egyptian texts, and then that he copied them down word for word and passed them off as his own. Unless we can do that (and on the basis of present evidence we cannot), all that we can suggest is that Aristotle (or his Greek sources) might

Afrocentrism Poses a Threat to the Rationalist Tradition



MAY-BEAL WHITTAKER FOR THE CHRONICLE

possibly have been influenced in some way by Egyptian (or Hebrew) notions.

By being persistently imprecise in the use of terms like *steal*, *borrow*, and *acquire*, scholars like my colleague keep their audiences from seeing that there are many different ways to explain similarities among cultures, and even among writers, other than the most morally reprehensible ones. Why not try, instead, to distinguish between degrees of similarity in various works? Why not acknowledge, in cases where there is only a very general resemblance, the possibility of coincidence? And surely, even if one writer imitates or alludes to another writer, it is possible to display considerable originality: The Latin poet Virgil alluded constantly to Homer and other Greek writers, but no one in his own time or after doubted that his *Aeneid* was an original work of art, distinctively Roman in its portrayal of the terrible cost of founding a new nation.

If I had been present at the meeting where my colleague alleged that Aristotle had stolen ideas from Egypt, I would have tried to explain why I thought that in the case of Aristotle and Greek culture generally, "stolen" wasn't the most *juste*. But would anyone there have listened? I'd like to think so, but I also know that many students would have been reluctant to accept anything I said. These students have been taught by scholars who claim that Africa is the mother of civilization that classicists, because of their "Eurocentric" bias, would be inclined to misrepresent and even to ignore the contributions made by ancient Africans to what we now call Western Civilization.

If given the opportunity, I would have tried to explain why many scholars in the 19th century overemphasized the connections of the Greeks to Northern Europe, when they also should have turned their gaze to the Egyptians and the Near East. I would have suggested that 19th-century scholars wanted to show that European civilization originally derived from the same roots as the ancient Greek civilization, so that they could claim to be the Greeks' true cultural descendants.

TO EMPHASIZE THEIR COMMON ORIGINS, European scholars concentrated on myths about the settling of the Greek mainland by invaders from the North and described the vocabulary and linguistic patterns that Greek and European languages had in common. But partly because of their cultural bias, and partly because they did not have all the information we have today, they did not give sufficient credit to the cultural influences of other Mediterranean peoples on the Greeks.

In appropriating the Greeks to themselves, 19th-century Eurocentric scholars were only seeking to do what the Afrocentrists are now trying to accomplish through a new (and equally misleading) emphasis on the African characteristics in Greek civilization. Afrocentrist historians who claim that Greek philosophy is African in origin are as guilty of chauvinism and nationalism as were 19th-century Europeans.

Virtually every nationality in the Western world has wanted to claim the Greeks for themselves and to establish that the most admirable achievements of Greek civilization belonged to their own ancestors. Western peoples study the Greeks because it was they who directly inspired our form of democracy, and it was their literature that raised the great moral issues with which we still are concerned: Do the rights of the state matter more than the rights of the individual? Why do human beings so often fail to distinguish between appearance and reality and allow passion to interfere with reason?

Above all, I would have suggested to students discussing the influence of Egyptian civilization on the Greeks that all civilizations, ancient and modern, despite their commonalities and interests, are unique—and that it is important to respect the differences. Distinctions can be blurred easily if we consider only general shared characteristics, such as love of family or respect for the dead. The point of studying ancient culture is not to discover ourselves in the past, but to understand the history of civilization, in all its variety.

The Afrocentrists, in my opinion, not only are assigning credit to African peoples for achievements that properly belong to the Greeks; in the process they are destroying what is perhaps the greatest legacy of Greek philosophy—rational thought. The Greeks were the first people to try to describe and record an accurate account of past events as they actually happened, rather than as they might have wished them to have occurred. The great Greek historians did not seek, as Afrocentrists are now doing, to recreate history in order to praise themselves or to devalue the achievements even of those peoples whom they regarded as their enemies. On the contrary, they saw in the defeat and misfortunes of others a warning to themselves.

Afrocentrist historians appear to have discarded this important rationalist tradition. Instead, they appeal to emotions and deny opportunity for debate. In so doing, they are abandoning the very heritage that they insist was stolen from their ancestors by the Greeks.

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THE CHRONICLE

of Higher Education.

May 13, 1992 • \$2.75
Volume XXXVIII, Number 36Quote,
Unquote

News Summary: Page A3

"I know that whites are never going to respect me on face value. I feel helpless, like I've been living on Fantasy Island."

A student at Spelman College, on the Rodney G. King verdict: A33

"It seems we're always trying to reduce race to something else. Out there on the streets, the problem is that race doesn't reduce to something else."

A sociology professor, on the riots in Los Angeles: A10

"I suspect that one of the reasons that opinions about racism are so easily influenced derives from the high level of racial segregation that still characterizes contemporary American society."

A professor of psychology: B1

"It's just old-fashioned, golden-fleece, anti-intellectual demagoguery."

Robert M. Rosenzweig, on the Senate's elimination of 34 grants to universities: A28

"The 'Global Jukebox' has the whole range of the human species from the Bushmen to Broadway entertainers find their voice and their place here."

An anthropologist, on his computerized collection of songs and dance performances: A21

"We are sliding into a new reality instead of planning for it."

A law-school dean, on the privatization of state universities: A48

"It was a choice between signing or leaving. I signed it, too. I felt terrible. It was as if I had been raped."

A professor in Czechoslovakia, on being forced to renounce a human-rights charter in 1977: A39

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BILLY HOWARD FOR THE CHRONICLE

Campuses and Scholars React to King Verdict and Ensuing Riots

- Students hold rallies and marches on dozens of campuses. At some institutions, tensions reach the boiling point: Page A33
- In Los Angeles, universities re-open and try to help their communities to heal: Page A34

- In Atlanta, undergraduates at historically black colleges, like those attending a vigil at Spelman College (above), are angered over police reaction to student protests: Page A33
- Social scientists say the riots indicate the need for more sophisticated research on racial issues: Page A10
- Two professors writing a book on police brutality update their work following the verdict in the King case: Page A5

After 10-Year Decline, Number of Black Ph.D.'s Begins to Increase

By COURTNEY LEATHERMAN

After at least 10 years of declines, the number of black students earning doctoral degrees has begun creeping back up.

Black students earned 933 of the Ph.D.'s awarded to Americans last year—4 per cent more than in 1990 and 13.6 per cent more than in 1989.

Despite the increases, the number still fell short of the 1,013 black recipients who earned doctorates in 1981.

37,451 Doctoral Degrees

Those were among the findings of the most recent annual survey conducted by the National Research Council for five federal agencies. The National Science Foundation released an early report of the data that focused on science and engineering. The research council will release its full report later this year.

American universities awarded a total of 37,451 doctoral degrees last year, the survey found. That record level was due to an very increase in the number of foreign recipients.

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Justice Dept. Documents Raise New Questions About Workings of College 'Overlap Group'

By SCOTT JASCHIK

WASHINGTON

Justice Department documents prepared for an antitrust lawsuit provide new and potentially embarrassing information about the way the eight Ivy League universities and the Massachusetts Institute of Technology have recruited students and awarded financial aid.

The documents—based on depositions by numerous senior officials at the institutions and on hundreds of pages of previously confidential university records—paint a picture of the Overlap Group that is radically different from the one that has been portrayed by its members. The group consists of 23 elite private colleges that, until a Justice Department investigation began, met annually to compare the financial-aid packages that would be offered to students who had been admitted to more than one of the institutions.

Justice Department documents say that: ■ Members of the Overlap Group frequently resolved differences over aid packages by setting family-contribution levels (the amount expected from students

and their families) near the midpoint of those suggested by the two or more institutions that had admitted a particular student. That calls into question the claim of Overlap members that such differences were resolved by careful examination of families' financial records to determine fair aid packages.

■ Members of the Overlap Group, realizing that Stanford University was attracting students admitted to Overlap institutions by offering better aid packages, recruited Stanford to join the organization. Stanford turned down the offer because it believed that Overlap participation could be illegal.

■ Some key administrators at Overlap institutions feared that the activities of the group had violated antitrust laws, and they urged member institutions to reconsider the way the group was run. That contradicts numerous statements by college officials that they were shocked by the Justice Department's questioning of the legality of their operations.

■ Members of the Overlap Group could

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"Aetna Life Insurance
and Annuity Company has
essentially no risk in its
investment portfolio."

—Standard & Poor's

Who says you can't find good news in the business section? At a time when most people would rather skip the business section and turn right to the comics, Aetna Life Insurance and Annuity Company has some very good news. Moody's reports, "ALIAC's asset quality is excellent." Duff & Phelps says ALIAC has "the highest claims paying ability" and a "high quality, conservatively managed investment portfolio." This may be the best news our customers read all day. Aetna. A policy to do more.



*ALIAC is a wholly owned subsidiary of Aetna Life and Casualty Company.

This Week in The Chronicle

May 13, 1992

Scholarship

AGES-OLD DEBATE REVIVED

Should people try to manage nature, or should nature be left alone to manage itself? A8

THE LESSONS OF LOS ANGELES

Despite years of research on the conditions that can lead to urban unrest, scholars say much remains to be learned about the role of race in American society: A10

GRUESOME TALES OF FOUL PLAY

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NIH director says she supports Human Genome Project: A8

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Eight new scholarly journals: A14

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Some TIAA policy holders are pressing the fund for more information on its investment practices: A17

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University houses an X-rated art exhibit: A4

President of Olivet College announces his resignation: A4

Seminary breaks ties with founder of psychology school: A4

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University cancels performances at church services: A5

Professors at Savannah College want a faculty senate: A17

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Eight new books on higher education: A20

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NEW INFORMATION ABOUT 'OVERLAP GROUP'

Justice Department documents reveal a different picture of the 23 member colleges from that provided by the institutions themselves: A1

THE 'PRIVATIZING' OF PUBLIC HIGHER EDUCATION

College officials see the effects of the trend on their campuses, even as they struggle to understand why it is happening: A25



A Mayan child walks through a cleared and burned field at the edge of a rain forest in Chiapas, Mexico. Environmental scientists, historians, and philosophers are debating how human needs should be balanced with those of other species: A8

PROPOSED PELL GRANT FORMULA

A compromise would help students facing higher tuition, but could hurt some at lower-cost colleges: A25

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The House and Senate both voted to cut more than \$90-million in earmarks for college projects: A28

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Yale opened a five-year drive to raise \$1.5-billion for its endowment, academic programs, and repairs: A32

BIGGEST GIFT TO A BLACK COLLEGE

The DeWitt Wallace/Spelman College Fund is giving the institution stock valued at \$37-million: A32

USC receives its largest single gift ever: A32

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Administrators, faculty members, and students voiced their anger following the controversial verdict in the Rodney G. King case: A33

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Drinking sold to affect chances of completing college: A33

North Idaho student newspaper wins journalism award: A33

Athletics

AUBURN ATHLETICS DIRECTOR TO STEP ASIDE

Pat Dye will remain as football coach but relinquish his duties as head of the university's sports programs: A38

PAYING TO SEE COLLEGE FOOTBALL ON TELEVISION

ABC Sports and most of the college football powers plan to offer games on pay-per-view TV next fall: A38

SPORTS DEFICITS AT OREGON UNIVERSITIES

A state panel opposes the use of institutional funds to help balance athletics-department budgets: A38

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CZECHOSLOVAKIA WRESTLES WITH COMMUNIST PAST

Academics are awaiting the outcome of a challenge to a new law aimed at rooting out those who spied on colleagues for the secret police: A39

BRAZIL TACKLES ITS SCHOOL PROBLEMS

Brazil's public universities are getting involved in a campaign to improve the nation's schools: A39

NEW INVESTIGATION OF ACADEMIC'S MURDER

The unsolved 1989 murder of a South African professor and political activist will be the subject of an inquiry requested by a state attorney general: A40

AUSTRALIA LETS CHINESE STUDENTS STAY

The government agreed to give permanent residency status to 20,000 students who were in the country at the time of the Tiananmen Square massacre: A40

Gorbachev visits site of Churchill's 'Iron Curtain' speech: A4

IREX gets a new executive director: A39

Newsletter aims efforts to help former Soviet scientists: A39

German foundation opens an office in Washington: A39

MARGINALIA

From a memorandum to faculty members from the president of Mercer University:

"The clear prospect now is that this one-time action will happen only once."

That's a relief.

Item in the police log at Shippensburg University, as printed in the student newspaper:

"Criminal Mischief: A student reported to the University Police that he observed a white male running into the pine trees on Adams Drive. It was discovered that three pine trees were damaged."

A veritable human bulldozer, that white male.

News item in *The Lycourier*, the student paper at Lycoming College:

"A recent Lycoming Quarterly celebrates the college's ethnic diversity."

"But is the campus diverse? ... Sophomore Psychology major Leigh Perlmutter said that the minority students seem to form their own cliques."

Everybody does.

Note in the preliminary program of the annual meeting of the Society for Applied Anthropology:

"If you find an error of the listing of your name, paper and / or session title, please send the corrected copy to the program chair so that the error can be corrected in the final program. Please excuse any mistakes in the preliminary program."

We will if we find any.

Headline in *The Profile*, the student newspaper at Agnes Scott College:

TORNADO DRILL TO BE MOVED IN CASE OF BAD WEATHER Makes sense to us.

Clear thinking in the payroll department (from a newsletter at Cuyahoga Community College):

"The final pay date for part-time faculty during the Winter Quarter is March 27, 1992. Payroll checks will be mailed on Thursday, March, unless appropriate forms have been submitted, requesting that checks be delivered to campuses for pick up on December 6."

A memo from the English department at Indiana University of Pennsylvania says:

"All undergraduate English majors are invited to submit a paper which writes critically about literature to this competition."

Well, for starters . . . —C.G.

In Brief

A third student dies at U. of Illinois

URBANA, ILL.—A sophomore at the University of Illinois last week was the third student at the university in the last 15 months to die of a contagious blood infection that can cause meningitis.

Robin Troupe was the eighth student at the university to become infected with meningococcal bacteria since February 1991. Ms. Troupe had been vaccinated against the bacterium along with about 18,000 students at the university, but her doctor said the vaccine is not 100-per-cent effective.

Living in close quarters can increase susceptibility to the infection, doctors say.

University houses

X-rated art exhibit

ANCHORAGE, ALASKA — The University of Alaska was the site of an unusual exhibit last month designed to provide local artists with an opportunity to express their most X-rated visions.

For the adults-only exhibit, entitled "Eros Censored," artists were asked what they would create if they didn't have to fear censorship. The exhibit was organized by the Alaska Humanities Forum. To minimize objections, university officials insured that visitors to the exhibit were at least 21 years old. Officials said they had approved the use of the gallery because the university seemed an appropriate place for discussions on art censorship.



BAR MORRIS, AMES DAILY TRIBUNE

Police use tear gas on students at Iowa State U.

AMES, IOWA—City police officers used tear gas at Iowa State University (above) to break up a brawl between blacks and whites that occurred during Veishea, the university's annual spring festival.

Twenty-two people were injured and 27 were arrested on a variety of charges including disorderly conduct and public intoxication. About 8,000 people—including students and campus vis-

itors—attended the spring celebration. Police said the brawlers had broken windows and damaged street signs and cars. Martin Jischke, Iowa State's president, said he doubted that the festival would be held again.

A riot occurred at Southern Illinois University last month following Springfest, an annual celebration. Police used Mace and choked off a section of U.S. 51 to try to control the crowd.



AP/WIDE WORLD

Gorbachev visits Westminster College, site of 'iron curtain' warning

FULTON, MO.—Forty-six years after Winston Churchill spoke at Westminster College here, warning that an "iron curtain" had descended across Europe, Mikhail Gorbachev, the man credited with helping to raise that curtain, made a speech of his own.

Last week, Mr. Gorbachev

(left), president of the now-disbanded Soviet Union, was escorted by Westminster President J. Harvey Saunders (right) to a lecture near the site of Mr. Churchill's 1946 speech, which is considered by some to have marked the beginning of the cold war.

Mr. Gorbachev told a crowd of

about 20,000 people gathered at Westminster that "one epoch has ended and a second is commencing."

The speech was the first on Mr. Gorbachev's 13-day U.S. tour, which is to include a commencement address at Emory University this week.

Olivet College president says he will resign

OLIVET, MICH.—The president of Olivet College, where a brawl between black and white students resulted in nationwide attention, has announced he will resign.

"I have decided it is in my best interest and that of the college that I retire at this time," Donald A. Morris, Olivet's president for 15 years, said in a statement.

Mr. Morris's retirement is effective August 31, but he will stay on as a fund-raising consultant after that.

Many of the college's 50 black students left the campus following the brawl. The students, who said they feared for their safety, completed their classes by mail.

Before the resignation, 36 of the college's 46 faculty members had voted no confidence in the president.

Seminary severs ties with psychologist

PASADENA, CAL.—The Fuller Theological Seminary has broken ties with the founder of its graduate school of psychology, its Finch, a psychologist in Ft. Harbor, Wash., who has been charged with having sex with a patient.

After Mr. Finch acknowledged having had an intimate relationship with a client, several former patients filed complaints with the Washington State Examining Board of Psychology, which has charged Mr. Finch with ethics violations. Mr. Finch has said he would not respond to the charges. Officials at the seminary issued a statement saying that it would sever ties with Mr. Finch. He has been a visiting professor at the seminary, and a symposium on religion and psychology and a campus building bear his name.

Corrections

■ An item about violence at a picnic sponsored by the University of California at Los Angeles chapter of the National Pan-Hellenic Council, an organization of black fraternities and sororities (*The Chronicle*, April 22), inaccurately reported that the police said some fraternity members had returned the gunfire of visitors at the picnic. A Los Angeles Police Department spokesman said an investigation is still underway to determine who was carrying guns and who fired shots.

■ A brief item about a contest in which students designed Rubik's Goldberg-like machines (*The Chronicle*, March 25) incorrectly identified the team that won the contest. The winners were from the University of Wisconsin at Milwaukee.

Students unearth tusk of a woolly mammoth

LAWTON, OKLA.—An archaeology class at Cameron University has unearthed the six-foot-long tusk of a woolly mammoth that could be up to 50,000 years old.

The ivory tusk was discovered a year ago while a soil-sciences class was doing field work on the campus. Sharon Warner Methvin, an assistant professor of sociology and anthropology, designed a course called "Archaeology Techniques" so that students could earn credit while excavating the finding.

Twenty-two students have worked for four hours a week since January to remove the 200-pound tusk (right). At least two teeth and a portion of a jawbone



RICHARD M. FREEMAN, CAMERON U.

still are in the ground, according to Ms. Methvin. They will be excavated by students next year, she said. Woolly mammoths became extinct 10,000 years ago.

South Dakota offers reward in bomb threats

PIERRE, S.D.—The Board of Regents of South Dakota's university system has announced a \$5,000 reward for information that leads to the arrest of those responsible for bomb threats at state institutions.

The University of South Dakota, South Dakota School of Mines and Technology, and South Dakota State and Black Hills State Universities each have received as many as three bomb

threats since the fall. In most of the cases, the campuses were evacuated. No bombs have detonated and no explosive devices have been found. Making a bomb threat is punishable by one year in jail and a \$1,000 fine.

'Nude Olympics' draws charges against students

PRINCETON, N.J.—Police have charged 31 Princeton University students with disorderly conduct in connection with the "Nude Olympics" that has become a winter tradition on the campus.

Every year, sophomores strip down to hats, gloves, and shoes and run through the town on the night of the first snow fall. Princeton Borough officials say that the event has grown larger and rowdier and that students often are intoxicated. The 31 students charged this year face up to six months in prison and \$1,500 each in fines if they are found guilty.



U. OF SOUTH CAROLINA

University saves money by hiring students

COLUMBIA, S.C.—The University of South Carolina has decided to save more than \$16,000 a year by hiring undergraduates to perform as the institution's mascot, "Cocky," a gamecock (above).

Two or three students will be selected to fulfill Cocky's duties. Each will receive a \$500 scholarship to perform at athletic and other events. They will replace a performer who is paid \$18,300 a year. In 1987 the university decided that appearances by its mascot had become so popular that it hired a former student to perform as Cocky. But lately university officials have been looking for ways to trim the institution's budget.

Student church concerts canceled by university

PULLMAN, WASH.—Washington State University canceled performances by two campus singing groups last month at two church services after the American Civil Liberties Union raised questions about the constitutionality of such performances.

After a meeting between officials of the music department and the campus's legal office, university officials agreed that the participation of a public-university group in a religious service raised the issue of separation of church and state. Washington State law, they said, includes an even stricter requirement of that separation than does federal law.

University legal advisers said a university performance at a church would be prohibited only if it was part of a service. The singing groups later gave a concert on the Washington State campus.

PORTRAIT

Examining the Explanations for Police Brutality

By DENISE K. MAGNER
Jerome H. Skolnick and James J. Fyfe began writing a book about police brutality shortly after the videotaped beating of Rodney G. King by four Los Angeles police officers.

The two professors had finished the first draft. They had written a chapter on the case, but were awaiting the outcome of the trial to fill in the details.

Mr. Skolnick fully expected to be adding information about the sentences the police officers would receive. "I was astonished that the cops were not convicted," says Mr. Skolnick, a professor of jurisprudence and social policy at the University of California at Berkeley's law school.

But his co-author, a professor of justice at American University and a former New York City police officer, was not as surprised. "Our experience in the United States," Mr. Fyfe says, "is that criminal prosecutions of police officers who use excessive force are generally unsuccessful."

While Mr. Skolnick agrees, he thought this case would be different: "In most cases where claims of police brutality are made, the evidence is not nearly as compelling. You don't have a videotape."

The two professors are writing a book called *Above the Law: Police and the Excessive Use of Force*, to be published next winter by the Free Press.

Sought-After Scholars

Ever since the verdict, they have been among the scholars sought out by the nation's news organizations to make some sense of it all.

Above the Law examines the situations in which police brutality has most commonly occurred, such as during police interrogations and riots. It discusses various explanations for why police brutality happens, including that some police departments become insulated from



SAH KUTNER FOR THE CHRONICLE

James J. Fyfe: "Criminal prosecutions of police officers who use excessive force are generally unsuccessful."

the communities they serve. And it describes possible reforms.

In cases of police brutality, Mr. Fyfe says, securing a guilty verdict is difficult because juries are being asked by the prosecution to side with the bad guys.

"The problem is that most victims are not totally innocent," Mr. Fyfe says. "Rodney King was not totally innocent. Racial issues aside, the jury is put in a funny position of having to decide that a person who was victimized by the police did not get just what he deserved."

The judge's decision to move the trial to a predominantly white community certainly helps explain the verdict. But Mr. Fyfe also says the jury was encouraged to apply "a

TV-cop standard" of a police force under constant threat of violence.

In reality, he says, "Almost everyone a cop runs into on the street does exactly what the cop says. You have to ride in a police car to realize that."

"So when police run into someone who doesn't act in the way the police officer has become accustomed, the person is showing disrespect. And no one does that more than a motorist who flees."

'Close to Lynching'

By the end of a high-speed car chase, Mr. Skolnick says, the adrenaline of the officers is flowing and they rarely treat the suspect gingerly. "The cops should have arrested Rodney King," Mr. Skolnick says. "They didn't have to treat him gently. But they came perilously close to lynching him."

The two professors share similar scholarly interests. Mr. Skolnick received his doctorate in sociology from Yale University in 1957 and joined the faculty at Berkeley in 1962. He's written several books about the police and the criminal-justice system.

Mr. Fyfe's expertise is in the area of police use of force. He has testified in dozens of court cases, both against police officers and on their behalf. He earned a Ph.D. in criminal justice at the State University of New York at Albany in 1978. He left the police force after 16 years to join American's faculty in 1979.

Both professors say that people should not be disheartened about the possibility of reforming police forces. Their book examines failed reforms as well as promising ones.

"Police brutality, in many departments, is an aberration," Mr. Skolnick says. "And when it occurs it's a deep, dark secret. It's not out in the open like in Los Angeles. That's when you know it's institutionalized, when you can have 20 cops watching as it happens."



SHARAH GREENWOOD FOR THE CHRONICLE

Jerome H. Skolnick: "Police brutality, in many departments, is an aberration. And when it occurs it's a deep, dark secret."

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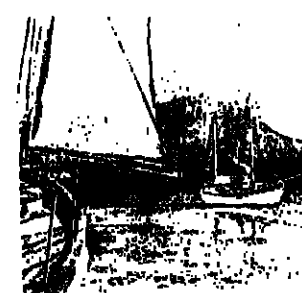
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Scholarship

New Ferocity Marks Ancient Debate Over Humanity's Relationship to Nature

Some scholars question whether wilderness, as a place untouched by people, really exists

By DAVID L. WHEELER

The ancient debate over humanity's relationship with nature is being revived with a new ferocity as environmental scientists, historians, and philosophers argue about how human needs should be balanced with those of other species.

The ideological debate is often masked by the details of confrontations over preserving tropical rain forests or endangered species, but scholars who are tracking the discussion say it could determine the future of the environmental movement.

At the core of the latest round of arguments, which are being expressed in forums as varied as *Bioscience*, a magazine for ecologists, and last month's meeting of the Association of American Geographers, is the question of whether humans should try to manage nature or if nature should be left alone to manage itself. In looking at the state of the planet today, scientists are questioning whether wilderness, usually conceived of as a place untouched by humans, really exists.

While many scientists say that ecosystems untrammeled by humans do exist and need to be kept pristine, others argue that humans have already shaped most of the planet's landscape, even what was once considered virgin forest.

Arturo Gómez-Pompa, a professor of botany at the University of California at Riverside, says that in more than 20 years of research in the tropics of Mexico he has been searching for undisturbed forest to compare with vegetation where Mayans have lived to see how the Indians affected their environment.

"I began seeing that it was very difficult to find places we were sure were undisturbed," Mr. Gómez-Pompa says. "There was always something that led me to believe people had been there."

'Absurd and Wicked'

In an article called "Taming the Wilderness Myth" in the April issue of *Bioscience*, Mr. Gómez-Pompa and Andrea Kaus, a graduate student in anthropology, argue that many other regions of the planet once considered to be free from human influence have been altered by civilization's presence. Scientists, the authors say, need to look to rural people of the present and the past to gather wisdom about how humans can coexist peacefully with their natural environment.

But many people believe that the idea that wilderness does not exist is an attempt to justify unchecked population growth and the exploitation of resources in wilderness areas. "To define away 'wilderness' as a concept just because nothing is pristine is

both absurd and wicked," says David Ehrenfeld, a professor of biology at Rutgers University and the editor of the journal *Conservation Biology*. "There are places where no people or scarcely any people can get to, and these places are wilderness. Just because there are effects you can demonstrate from civilization doesn't negate that."

The winning argument about wilderness could carve the intellectual riverbed down which the environmental movement will run. A belief that humans have already left their stamp on what used to be considered remote, undisturbed jungle leads more readily to a strong role for humans as the best managers of the environment in the future. The view that wilderness was shaped largely before the arrival of humans and represents powerful forces beyond our intelligence and control is more apt to lead to "nature reserves" that would be fenced off from human influences.

An Ideological Conflict

James D. Proctor, a doctoral student in geography at the University of California at Berkeley, has studied the controversy over saving the northern spotted owl in the old-growth forests of the Pacific Northwest. He says he found an ideological conflict between the environmentalists' "ecocentrism" and the timber industry's "neo-anthropocentrism."

Mr. Proctor says paper companies, min-

ing corporations, oil companies, and others in the business of extracting resources from land have updated their turn-of-the-century position that America's forests should be used to create jobs and make products for Americans.

"The timber industry now argues," he says, "that forests need to be managed not just to help us but because nature is a bit untidy and a little inefficient." A video produced by Caterpillar Inc., which makes heavy equipment used in logging, shows lightning starting a forest fire and then goes on to suggest that logging both keeps forests healthy and helps humans by clearing out dead wood and old trees.

Ecocentrism, Mr. Proctor says, holds that humans have a moral obligation to let other species thrive. "You can't always wait for a human argument to protect the environment," he says. "There are aspects of nature that are less glorious than majestic old-growth forests but that still need to be saved."

Radical environmental groups such as Earth First! scoff at mainstream environmental groups that will use any argument available, including possible benefits for humans, to argue for the preservation of wilderness.

The Planet as an Ark

Roderick Nash, a professor of history and environmental studies at the University of California at Santa Barbara, says groups like Earth First! are "not just looking at the planet as recreation or scenery for human beings but as an ark where other species should be allowed to do their thing."

Scholars say the ideological battle between anthropocentric and ecocentric views may come to the fore at an "Earth Summit"—officially the United Nations Conference on Environment and Development—in Rio de Janeiro in June. At the meeting, the desires of developed countries to save species, reduce pollution, and preserve the environment are expected to come into conflict with the needs of developing countries, which do not want strict environmental controls to halt their progress toward the prosperity that developed countries already enjoy.

A compromise is already being crafted using the term "sustainable development," usually defined as economic growth that does not destroy the natural resources necessary for future human prosperity or survival.

But the sustainable-development concept could run into sharp opposition from some environmental scientists who are expected to attend the meeting

alongside politicians. "The idea of sustainable development is a fraud," says Rutgers's Dr. Ehrenfeld. "Continued expansion and growth aren't compatible with preservation."

The beginnings of a clash between human economics and the natural world may have been born between 10,000 and 15,000 years ago during the beginning of agriculture, historians and philosophers say.

Mr. Nash, the environmental historian and the author of *Wilderness and the American Mind* (Yale University Press, 1982), says that after the advent of domesticated animals and farming, land and animals outside the control of humans may have become "wilderness."

Europeans, who were used to being surrounded by cultivated land, came to America viewing its wilderness as a dangerous, dark, and "howling" wasteland. Today, Mr. Nash says, Americans appreciate the wilderness so much that places like the

"The Idea of sustainable development is a fraud. Continued expansion and growth aren't compatible with preservation."

Grand Canyon are being "loved to death" by backpacking and river-rafting enthusiasts.

Others note that along with the appreciation of wilderness has come a negative, if sometimes correct, portrayal of humans as vile creatures who have trashed the earth.

The environmental movement has "had a great deal to say about how we should not do this and not do that," says William R. Jordan, III, director of public outreach at the arboretum at the University of Wisconsin at Madison. Mr. Jordan is also the editor of a journal called *Restoration and Management Notes*, which runs articles about returning damaged natural areas to their original states.

"Even though that's sometimes sound advice," Mr. Jordan says, "it leaves us with the impression that nature would be better off if we weren't here. The idea that nature is everything we haven't touched is pretty depressing."

'Last Great Places'

One preservation group has decided that the best solution, both practically and philosophically, to resolving the man-versus-nature conflict is to try to save preserves by also working with the people who live near them. Last year, the Nature Conservancy, which has usually been concerned solely with buying and preserving land, announced a "Last Great Places Initiative."

The "great places"—core areas owned by the conservancy that are critical to the survival of a species or a type of ecosystem—are to be surrounded by "buffer zones" that the conservancy does not own. The group will try to persuade neighbors of the core areas to adopt agricultural, water-use, and industrial practices that do not threaten the preserve. Those who live near preserves will also be recruited as volunteers.

Continued on Page A13

Images of riot-torn Los Angeles punctuated last week's annual meeting of scholars whose business is to analyze film and television imagery.

More than 180 members of the Society for Cinema Studies signed a petition at the Pittsburgh meeting expressing outrage at the Rodney G. King verdict. The petition argues that repeated showings of the videotape depicting the beating of Mr. King may have "desensitized" the jury.

"They saw it in slow motion, analytically—as the defense supplied a 'reading' of the appropriateness of each officer's action," the petition said. "This demonstrates how close readings can incur misreadings."

The petition added: "Even with visual evidence, blacks' experience of police brutality does not count."

Professors debated whether they could argue that the videotape represented reality, since so much of their scholarly work tries to challenge what one professor called "the ideology of the visible."

"A lot of us in the profession have questioned the discourses of realism," said Anne Friedberg, assistant professor of film studies at the University of California at Irvine. "But we wanted to intervene in the heat of a political moment."

Bernadine P. Healy, the director of the National Institutes of Health, moved last week to reassure scientists that she supports the Human Genome Project.

James Watson, a Nobel Laureate and the director of the Cold Spring Harbor Laboratory, has quit as director of the NIH center that administers the genome project after a conflict with Dr. Healy over his stock holdings.

Mr. Watson has cited government inquiries about his financial holdings in biotechnology companies as one reason for his departure. Mr. Watson also said he had always intended to leave the project, which is now more than two years old, after it was up and running.

Last week, Dr. Healy held a "media advisory" session to say that the genome project, which has a \$105-million budget this year, is still on firm ground. She said she considered the genome project to be one of the jewels in the NIH crown and named Michael M. Gottesman, the chief of the cell-biology laboratory at the National Cancer Institute, as acting director of the genome center.

A search committee has been formed to look for a permanent replacement for Mr. Watson. Anyone hired as the center's director, Dr. Healy said, will have two choices about what to do with financial holdings in companies that might be affected by the genome project: Sell the stocks that might pose a conflict of interest or put them in a blind trust.

"I would have been pleased if Dr. Watson had chosen either of those options," she said.



Rural people can help reveal ways in which humans can coexist with nature, says Arturo Gómez-Pompa of the U. of Cal. at Riverside. He has studied how Mayans, such as this child in Chiapas, have affected their environment.



Arturo Gómez-Pompa (in a Mexico City park): "It was very difficult to find places we were sure were undisturbed."



People in Los Angeles's Koreatown clean up debris following the riots. Scholars say the violence directed at Korean shopkeepers demonstrates that race relations are no longer simply "a black-white issue."

Following Los Angeles Riots, Social Scientists See Need to Develop Fuller Understanding of Race Relations

By ELLEN K. COUGHLIN

Reflecting on the riots that erupted following the verdict in the trial over the beating of Rodney G. King, many social scientists agree that, despite all they have learned in the last 25 years about the conditions that can lead to urban unrest, researchers still need to develop a more sophisticated understanding of race and race relations.

"Looking at what we saw in Los Angeles, the racial stereotyping and the racial animosity, they have to hit you as a whole lot more important than more remote things like employment rates and the welfare system," says Christopher Jencks, a sociology professor at Northwestern University. "It seems we're always trying to reduce race to something else. Out there on the streets, the problem is that race doesn't reduce to something else."

Researchers Brought Up Short

Since the wave of civil disturbances in the late 1960's, social scientists have amassed a large body of research on poverty, on the effects of urban decay, on the lack of economic opportunities in the inner city, on racial and economic segregation in metropolitan areas, and a host of other issues that came into play in the Los Angeles riots.

In addition, the condition of blacks in American society has been the focus of a great deal of study. In 1989, the National

Research Council released a long-awaited report on black Americans that pulled together a mass of research on their economic status, educational attainment, health, family structures, political participation, and involvement in crime and the criminal justice system.

In other words, there is no dearth of scientific explanations for what happened in Los Angeles. But the thing that seems to have brought many social scientists up short—as it did most of the rest of the

country—was how much is still to be learned about the role of race in American society.

Social scientists interviewed last week ticked off a varied list of the kinds of research on race that still need to be pursued: study of racial stereotyping; public-opinion surveys that incorporate the views of more blacks, Latinos, and Asians; investigation of the new forms that racism has taken in the post-civil rights era.

Several scholars pointed to the need to examine the existence of racism in the criminal-justice system. Most social-science research, said Gerald David Jaynes,

an economist who is head of African and Afro-American studies at Yale University, "doesn't ferret out the extent of bias in the criminal-justice system."

"I don't think that these were 12 unredeemed, bigoted racists," he said of the jury in the trial of four white Los Angeles police officers accused of using excessive force in the arrest of a black man. "But basically there was an insensitivity and an inability to put themselves in the place of Rodney King." Mr. Jaynes directed the

study for the National Research Council's report on black Americans.

Other researchers, pointing to the amount of violence in Los Angeles that black rioters directed toward Korean shopkeepers, insisted that social scientists needed to begin to see race and race relations in a vastly more complex light.

"Those of us who have studied race relations for a long time have dealt primarily with blacks and whites," said Reynolds Farley, a research scientist at the University of Michigan's Population Studies Center. The degree of animosity between blacks and Koreans in Los Angeles is dramatic evidence, he said, that race relations are "not simply a black-white issue."

Michael Omi, a sociologist who is an assistant professor of Asian-American and ethnic studies at the University of California at Berkeley, agreed.

He noted that, at the turn of the century, race-relations theory drew much of its evidence from the European immigrants who came to the United States, and research tended to focus on such questions as patterns of settlement and involvement in electoral politics. After World War II, as black-white conflict became more salient, much social-science research tried to get at the issue of social and political inequality and what to do about it.

"The current influx of Asian and Latino immigrants, I think, will usher in a new era of examining the limits of those models," he said. "It's no longer this bipolar model of race relations."

Beyond that, Mr. Omi argued, scholars need to develop a more nuanced understanding of the idea of race itself, especially how people think about race—their own and others'. "There's been a way," he said, "in which race has been treated as an independent variable—race and poverty, race and crime, race and attitudes. We need to look at changing concepts of race."

Some said, however, that in the last few decades much social-science research on race has been stymied by scholars' reluctance to tackle some of the more sensitive issues, for fear of being branded racist.

"We were fearful of blaming the victim," said John D. Kasarda, director of the Kenan Institute of Private Enterprise at the University of North Carolina at Chapel Hill. "There was a concern that the research would be misused."

Over the last 20 years, for example, Mr. Kasarda's research has focused on the causes of urban poverty, particularly the mismatch between the kinds of jobs now available in the cities and the skills that most people in ghetto neighborhoods possess. He has long advocated such solutions to the problem as vocational training and tax incentives to build affordable housing in areas where low-skill jobs can be found.

Fear of Racist Label

While he still holds with that interpretation, Mr. Kasarda said, he now also thinks that some changes—in attitudes and family values, for instance—have to come from within the community itself. That kind of focus on individual responsibility, Mr. Kasarda said, is what he and other social scientists fear could be labeled racist—a fear that is often justified, he added.

Others agreed. In the early part of the century, said Mr. Farley, race-relations research tended to emphasize genetic characteristics, with a view to differentiating between "good and bad immigrants."

"We needed to get away from those prejudiced views," he said. On the other hand, Mr. Farley added, researchers do need to look at how some immigrant groups bring with them certain skills and family values that contribute to their success in the United States.

"There is a way in which we have avoided some of those topics," he said.

Mr. Jencks agreed to a point, but argued that some of the most sensitive racial issues involved questions that are not easy to investigate. "How do you design research that says whose fault something is?" he asked.

For example, he said, a researcher might conduct a study showing that black teenagers working at a Burger King show up more or less frequently than the Hispanic employees. "But the question, Why is that? isn't very easy to test," he said. "It doesn't lend itself to methods of quantitative social science—which has the most influence on public policy."

Problems Haven't Disappeared

Quite apart from racial sensitivities and difficulties in doing certain kinds of research, scholars doubted whether social science would ever be able to influence public policy to the degree that the kind of violence that occurred in Los Angeles could be avoided. For one thing, they said, information gleaned from social-science research is only one factor in the many that go into the making of public policy.

Besides, said A. Wade Smith, a sociology professor at Arizona State University, the social milieu is always changing, and social science usually has to struggle to keep up.

"Unlike the physical sciences," he said, "where you can establish laws that operate in perpetuity, most of what we think we know about social reality is going to be obsolete in the near future. This is going to require that we re-acquaint ourselves with ourselves."

Social scientists, Mr. Wade said, have accumulated a lot of data showing that large segments of every racial and ethnic group are in different economic and social situations than they were in the 1960's.

"But problems haven't disappeared," he said. "They've just changed."

RESEARCH NOTES

- Scientists determine structure of molecule containing 317 atoms
- Men's and women's experience of political activism is examined
- Researchers identify sequence of nucleotides in chromosome

Scientists have used supercomputers and a mathematical technique to determine the structure of a molecule containing 317 atoms.

The researchers say the molecule, an antibiotic known as gramicidin-A, is the largest molecule ever analyzed by such a method.

Using crystallography techniques and the rules governing the bonding of atoms alone it took one scientist 14 years to determine the structure of gramicidin-A. Now other researchers at the State University of New York at Buffalo and the Medical Foundation of Buffalo have solved the same problem with about three months of computer time.

Their research, the scientists say, shows that the new mathematical technique used on the computer could also be employed to determine the structure of other molecules of a similar size. The structures of molecules both larger and smaller than gramicidin-A can be determined using various methods that combine mathematics and crystallography, in which researchers determine molecular structures by analyzing the patterns of X-rays that have been bounced off molecules.

Knowing exact molecular structures is useful to biochemists trying to understand the role of chemicals in reactions and to drug designers trying to stop the action of harmful chemicals in disease processes.

The Buffalo scientists used an equation created by Herbert A. Hauptman, president of the Medical Foundation of Buffalo and a research professor of biophysics at the university. Another mathematical method for finding the structure of molecules earned Mr. Hauptman a Nobel Prize in 1985.

In the new method, data taken from crystallography experiments performed on a molecule are plugged into Mr. Hauptman's equation. Solutions to the equation give the scientists many possible chemical structures to choose from.

Those structures are displayed on a computer monitor, and crystallographers use a combination of knowledge and intuition to determine which structure is the right one.

The research was described at a crystallography meeting at the University of Alabama at Birmingham last month.

—DAVID L. WHEELER

Among the volunteers who took part in the Mississippi Freedom Summer project, women later tended to attribute greater personal significance to their participation than did men, says a sociologist at the University of Arizona.

In 1964, hundreds of Northern college students, most of whom were white, traveled to Mississippi to help with a massive drive to register blacks to vote. For a study of the differences in the way men and women experienced that event, reported in the current (March) issue of the *American Journal of Sociology*, Doug McAdam gathered data in 1983-84 on 330 volunteers who had applied to take part in the project, and later conducted in-depth interviews with 80 of them.

Mr. McAdam found differences in the way men and women were recruited to the project, as well as in their respective experiences during that summer. Most significantly, he found that, while participation in Freedom Summer tended to have a greater effect on the subsequent political behavior of the men than that of the women, women attributed greater significance to the event. The data showed that the men had experienced a greater increase in their political activism in the years immediately

after the project, but the women, 20 years later, felt more strongly about its impact on their lives.

That can be explained in part, Mr. McAdam says, by the fact that the women who participated in Freedom Summer were more politically involved than the men were before the project began, and so did not experience as great an increase in activism afterward.

Furthermore, he says, most of the women in his study expressed some degree of adherence to the feminist movement. Mr. McAdam speculated that the transition from the civil-rights movement to the women's movement helped to keep their activist instincts alive. Once the antiwar movement of the late 60's and early 70's ended, he says, men did not have a similar outlet.

—ELLEN K. COUGHLIN

For the first time, scientists have determined the complete sequence of the nucleotides, or chemical units, that make up a chromosome.

In the May 7 issue of the journal *Nature*, scientists from the University of Manchester Institute of Science and

Technology and 35 other European institutions reported determining the sequence of a yeast chromosome.

The sequence is the most detailed map that can be obtained of DNA, the chemical in genes and chromosomes.

The European scientists said the sequence of the yeast chromosome was about 315,000 nucleotides long. By comparison, the complete set of human genes is estimated to contain about three billion nucleotides.

The sequence came from one of 16 chromosomes in bakers' yeast, a commonly used organism in genetic research.

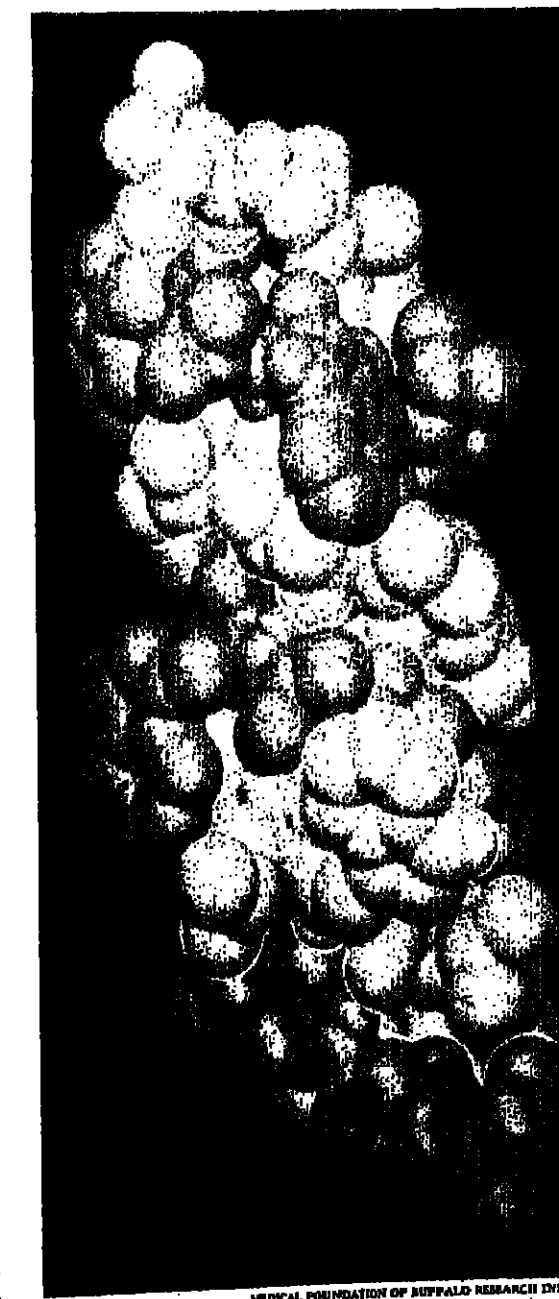
The researchers said they had found 55 new genes on the chromosome and were beginning to find out what protein is made from each of the genes.

Each research center in the project sequenced a portion of the chromosome and then disrupted genes they found on their portion to try to determine gene function.

Three of the newly discovered genes are considered to be essential for life, since the yeast could not survive when they were disrupted.

"The results so far," the researchers wrote, "indicate that there are vast areas of yeast genetics of which we are completely ignorant and emphasize the need for molecular genetics and physiological studies to proceed hand-in-hand."

—D.L.W.



Gramicidin-A is the largest molecule ever analyzed using supercomputers and a new mathematical technique.

NEW SCHOLARLY JOURNALS

The following list of new journals has been compiled from information provided by the publishers or editors, many of whom will provide a sample copy on request. Prices and frequency of publication are subject to change without notice.

Biodiversity and Conservation, edited by Alan T. Bull and Ian R. Swinland, University of Kent. Presents articles on all aspects of biological diversity and its relationship to sustainable development; topics in the first issue include tree-killing ants in the Peruvian Amazon, pollution and the worldwide loss of biodiversity, and methods of assuring economic value to environ-

mental goods, services, and attributes in developing countries.

(Editorial correspondence: Daniel Silberloff, Department of Biological Sciences, 0-142, Florida State University, Tallahassee, Fla. 32306; subscription correspondence: Chapman & Hall, Journals Promotion Department, 29 West 35th Street, New York 10001; four times a year; \$70 a year for individuals, \$170 for institutions.)

Contemporary European History, edited by Kathleen Burk, University College London, and Dick Geary, University of Nottingham. Covers European political, diplomatic, social, economic, and cultural history from 1918 to the present, with an emphasis on articles written from a comparative perspective; forthcoming "theme issues" will focus on central banks in politics in the interwar period, European unemploy-

ment, and a divided Germany in a divided Europe.

(Editorial correspondence: Kathleen Burk, Department of History, University College London, Gower Street, London WC1E 6BT; subscription correspondence: Cambridge University Press, Journals Department, 40 West 20th Street, New York 10011; three times a year; \$39 a year for individuals, \$65 for institutions.)

Dynamics and Applications, edited by M. Sambandham, Morehouse College. Features research on differential, integral, and integro-differential equations; the discrete analogues of such equations; and such equations' applications in various branches of science and engineering.

(Editorial correspondence: M. Sambandham, Department of Mathematics, Morehouse College, 830 Westview Drive, S.W., Atlanta 30314; subscription correspondence: Dynamic Publisher, P.O. Box 48654, Atlanta 30362; four times a year; \$50 a year for individuals, \$115 for institutions.)

The Emily Dickinson Journal, edited by Suzanne Juhasz, University of Colorado at Boulder. Publishes essays on the life and work of the 19th-century American poet and on her relationship to the traditions of American poetry and women's literature; also includes reviews of new Dickinson scholarship.

(Editorial correspondence: Suzanne Juhasz, Department of English, Campus Box 226, University of Colorado, Boulder, Colo. 80309; subscription correspondence: University Press of Colorado, P.O. Box 849, Niwot, Colo. 80544; twice a year; \$30 a year for individuals, \$50 for institutions.)

Financial Markets, Institutions & Instruments, edited by Anthony Saunders, New York University. Presents research on market efficiency, mutual fund performance, venture capital, and other topics in the field of financial economics; four of the journal's five yearly issues will present one monograph-length article on a single topic, with a fifth issue giving an overview of significant developments in financial markets and financial theory in the past 12 months.

(Editorial correspondence: Anthony Saunders, Leonard N. Stern School of Business, New York University, 1307 Merrill Hall, 90 Trinity Place, New York 10006; subscription correspondence: Blackwell Publishers, Subscriber Services Coordinator, Three Cambridge Center, Cambridge, Mass. 02142; five times a year; \$50 a year for individuals, \$95 for institutions.)

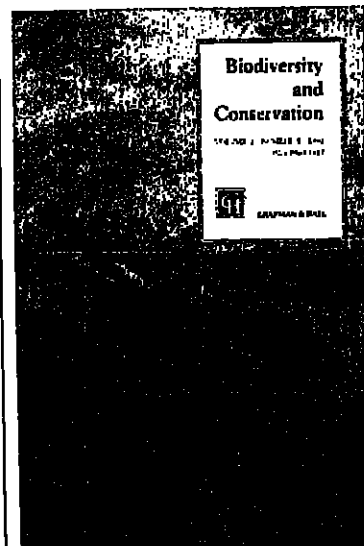
Journal of Aquatic Food Product Technology, edited by George M. Pigott, University of Washington. Presents papers on the development, production, and distribution of marine and freshwater food products; topics in the first issue include the use of the anticancer 4-Hexylresorcinol to inhibit melanosis or blackspot in shrimp, and how exposure to crude oil and chemical oil dispersants affects the flavor and odor of steelhead trout.

(Editorial correspondence: George

Pigott, Institute of Food Science and Technology, School of Fisheries, HF-10, College of Ocean and Fisheries Sciences, University of Washington, Seattle 98195; subscription correspondence: Food Products Press/Haworth Press, 10 Alice Street, Binghamton, N.Y. 13904; four times a year; \$24 a year for individuals, \$36 for institutions, \$48 for libraries.)

Nonrenewable Resources, edited by Richard B. McCammon, U.S. Geological Survey. Features research and review articles on mineral and energy exploration, resource assessment, and the economics of resource supply, recovery, restoration, and conservation.

(Editorial correspondence: Editor, *Nonrenewable Resources*, P.O. Box 34600, Bethesda, Md. 20827; subscription correspondence: Oxford University Press, Journals Marketing Department, 2001 Evans Road, Cary, N.C. 27513; four times a year; \$45 a year for individuals as part of membership in the International Association for



Mathematical Geology, \$200 a year for institutions.)

Public Understanding of Science, edited by John Durant, Science Museum Library. Provides an international, interdisciplinary forum for research on all aspects of the relationship between science (including medicine and technology) and contemporary culture; topics in the first issue include scientific controversy in museum exhibitions, science and technology in the Canadian press, the U.S. public's understanding of science after World War II, and a framework for the analysis of public antipathy to science.

(Editorial correspondence: June Gregory, *Public Understanding of Science*, Science Museum Library, South Kensington, London SW7 5NH; subscription correspondence: American Institute of Physics, Subscriber Services, 500 Sunnyside Boulevard, Woodbury, N.Y. 11797; four times a year; \$68 a year for individuals, \$190 for institutions.)

—COMPILED BY NINA C. AYOUB

NEW SCHOLARLY BOOKS

Compiled by NINA C. AYOUB

The following list has been compiled from information provided by the publishers. Prices and numbers of pages are sometimes approximate. Some publishers offer discounts to scholars and to people who order in bulk.

ANTHROPOLOGY

The Tainos: Rise and Decline of the People Who Greeted Columbus, by Irving Rouse (Yale University Press, 211 pages; \$25). Combines archaeological and ethnohistorical data in a study of the principal indigenous ethnic group encountered by Columbus on his voyages to the Caribbean.

CLASSICAL STUDIES

John Lydus and the Roman Past: Imperialism and Politics in the Age of Justinian, by Michael Maas (Duke University Press, 240 pages; \$45). Discusses Lydus' official in Emperor Justinian's sixth-century court whose writings reflect the dilemma of a Christian scholar intellectual debts were to Rome's classical past but who was living at a time when his society was "re-Christianizing" that past in Christian terms.

Work, Identity, and Legal Status in Rome: A Study of the Occupational Descriptions, by Sandra R. Joshel (University of Oklahoma Press, 239 pages; \$27.95). Explores the significance of work as an expression of personal identity for slaves, former slaves, and non-elite freeborn citizens in Rome during the first and second centuries A.D.; based on a study of epitaphs and other commemorative inscriptions.

CRIMINAL JUSTICE

Policing Japan: A Study on Modern Crime, by Setsuo Miyazawa, translated by Frank G. Bennett, Jr., with Ida O. Haley (State University of New York Press, 267 pages; \$34.50 hardcover, \$17.95 paperback). Focuses on police detectives in the northern city of Sapporo in a study of the process of criminal investigation in Japan; includes comparisons with American and European police work.

EDUCATION

Government, Schools, and the Law in Paul Meritt (Routledge, 233 pages; \$69.95). Discusses five areas of legal debate on education in Britain. **The Politics of School/Community Relations**, by Frank W. Lutz and Carl Merz (Teachers College Press, 21 pages; \$40 hardcover, \$19.95 paperback). Includes five case studies. **Reclaim in Children's Lives: A Study of Mainly-White Primary Schools**, by Barry Troyna and Richard Hatcher (Routledge, 216 pages; \$69.95 hardcover, \$16.95 paperback). Considers children's racial attitudes in three British schools.

ENVIRONMENTAL STUDIES

Refashioning Nature: Food, Ecology, and Culture, by David Goodman and Michael Redclift (Routledge, 276 pages; \$59.95 hardcover, \$18.95 paperback). Discusses the global environmental implications of current approaches in food production, processing, and consumption.

FOLKLORE

Tinged With Gold: Hop Culture in the United States, by Michael A. Tolson (University of Georgia Press, 98 pages; \$35). Explores the technological, economic, and social culture of hop cultivation in America; shows how the commercial imperatives shaped the hop houses—the buildings used to dry, bale, and store the hop flowers.

HISTORY

Bishop Henry McNeal Turner and African-American Religion in the South, by Stephen Ward Ansell (University of Tennessee Press, 322 pages; \$34.95). A biography of the African Methodist

Scholarship

Episcopal Church bishop who lived from 1834 to 1915.

The Brazilian Workers' ABC: Class Conflict and Alliance in Modern São Paulo, by John D. French (University of North Carolina Press, 378 pages; \$47.50 hardcover, \$18.95 paperback). Examines populism and trade-union politics from 1900 to 1953 in São Paulo. São Paulo do Campo, and São Paulo do Sul, three industrial municipalities that make up the ABC region of greater São Paulo; challenges previous scholars' characterization of populism as a "demobilizing" experience for Brazilian workers.

British Scientists and the Manhattan Project: The Los Alamos Years, by F. R. C. Morton (Stanford University Press, 187 pages; \$45). Discusses the activities of some two dozen British scientists who participated in the Allied effort to build the atomic bomb.

The Chetivle Selgnoules: Estate Management and Settlement in the Upper Mississippi Valley, 1700-1884, by François Noël (McGill-Queen's University Press, 221 pages; \$39.95 U.S.). A study of seigneurial estates acquired by Lieut. Col. Gabriel Christie in Quebec after the 1760 fall of New France to the British; traces the changing estate-management policies of successive Christie family seigneurs through 1854, when the seigneurial system of land tenure ended.

Colonial and the United States: Hegemony and Interdependence, by Stephen J. Randall (University of Georgia Press, 340 pages; \$40 hardcover, \$17.50 paperback). Sets the history of U.S. relations with Colombia in the context of Colombian aspirations for regional power. **Colonizing Colonization: Native American Women and Great Lakes Missions, 1830-1900**, by Carol Devens (University of California Press, 196 pages; \$30). Focuses on the Crees, Ojibwa, and Montanais-Naskapi nations in a study of Indian women's attempts to preserve their culture in the face of missionary activities.

The Death of Louis the Fat, by Abbot Suger of St. Denis, translated by Richard C. S. Cusimano and John Moorhead (Catholic University of America Press, 223 pages; \$24.95 hardcover, \$14.95 paperback). First English translation of the 12th-century French abbot's account of Louis le Gros, King of France from 1108 to 1137.

Early and Frontier in Colonial Brazil: Santana de Parnaíba, 1580-1822, by Alida C. Metcalf (University of California Press, 296 pages; \$40). Describes how colonial settlers in the Brazilian frontier town adapted European domestic customs to their New World environment. **From Friend to Comrade: The Founding of the Chinese Communist Party, 1920-1927**, by Hans J. van de Ven (University of California Press, 384 pages; \$45). Challenges the notion that the party was a centralized organization from its founding in 1921; argues that it began as a group of study societies and did not evolve into a mass Marxist-Leninist party until 1927.

The Jews of the Yemen, 1800-1914, by Yehuda Nini (Harvard Academic Publishers, 236 pages; \$28). Examines the lives of Yemen's Jews at a time when the Arabian Wahabite Movement, British naval imperialism, and Ottoman expansionism were causing great instability in the country; describes the Messianic and emigration movements that characterized Jewish responses to the upheaval.

John Adams: A Life, by John Ferling (University of Tennessee Press, 552 pages; \$37.95). Describes the extensive public career and often troubled personal life of the second President.

The Little Slaves of the Harp: Italian Child Street Musicians in Nineteenth-Century Paris, London, and New York, by John B. Zucchi (McGill-Queen's University Press, 208 pages; \$34.95 U.S.). Examines the lives of Italian children who were indentured to work as street musicians in the three cities; shows how their presence prompted debates over social-welfare legislation in their host countries. **Occupation: The Politics and Practices of Military Conquerors**, by Eric Carlsson (Louis & Noble, 198 pages; \$48.50). Uses examples from ancient times to the present to analyze the role of ideology in the exercise of military authority by an occupying power.

Slave Experiences in Early Indian America: 1678-1679: At Home in the City, by James W. Lewis (University of Tennessee Press, 304 pages; \$39.95).

A history of the First Presbyterian and City Methodist Churches in the Indiana industrial city; argues that the churches' adaptations to their environment challenge previous scholars' descriptions of 20th-century Protestantism as fundamentally anti-urban. **Public Libraries in Nazi Germany**, by Margaret F. Sties (University of Alabama Press, 347 pages; \$39.95). Topics include Nazi efforts to use libraries as instruments of political transformation, the relations among libraries and the local and central governments, and the responses of the library profession to Nazi ideology and policies.

Unruly Women: The Politics of Social and Sexual Control in the Old South, by Victoria E. Bynum (University of North Carolina Press, 250 pages; \$34.95 hardcover, \$12.95 paperback). Describes the experiences of three classes of "unruly" women in antebellum and Civil War central North Caro-

lina—women who used the courts to protest domestic abuse; women who engaged in "deviant" or illegal sexual relations; and women who protested Confederate policies during the war. **Wake Up Little Sista: Single Pregnancy and Race Before Roe v. Wade**, by Rickie Solinger (Routledge, 328 pages; \$25). Examines public and private responses to illegitimate pregnancy and unmarried motherhood among black and white women in the post-World War II era.

Women in Middle Eastern History: Shifting Boundaries in Sex and Gender, edited by Nikki R. Keddie and Beth Baron (Yale University Press, 343 pages; \$35). Includes original essays on gender relations in the region from earliest Islamic times to the present.

LINGUISTICS

New Departures in Linguistics, edited

by George Wolf (Garland Publishing, 286 pages; \$33). Includes essays on such topics as feminism and linguistic theory, irony and theories of meaning, and redefining the study of pidgin and creole languages.

LITERATURE

Beyond Romanticism: New Approaches to Texts and Contexts, edited by Stephen Copley and John Whale (Routledge, 272 pages; \$77.50 hardcover, \$16.95 paperback). Includes original essays on feminist, new-historicist, and other approaches in the study of Romantic literature. **The Collected Works of W. B. Yeats, Volume XII: "John Sherman" and "Dhoya"**, edited by Richard J. Finerman (Macmillan, 103 pages; \$30). Critical edition of two 1891 stories by Yeats—the first, a realist work about a young man's choice between life and

love in England or Ireland, and the second, a mythological tale about love between a man and a fairy. **Echoes of Egyptian Poetry: An Anthology of Ancient Egyptian Poetry**, translated by John L. Foster (University of Oklahoma Press, 134 pages; \$19.95). **The English Eliot: Design, Language, and Landscape in "Four Quartets"**, by Steve Ellis (Routledge, 240 pages; \$49.95). Examines T. S. Eliot's views on language, nationhood, and aesthetic form, as well as his construction of England in *Four Quartets* (1933) and related writings.

Fiction in the Quantum Universe, by Susan Stryker (University of North Carolina Press, 293 pages; \$45 hardcover, \$15.95 paperback). Describes the development of an "actualist" literature under the influence of modern physics; focuses on works by Margaret Atwood, John Barth, Donald Barthelme.

Continued on Following Page

PRIZES

THE ELIE WIESEL FOUNDATION FOR HUMANITY

CONGRATULATES THE 1992 WINNERS OF

The Elie Wiesel Prize in Ethics Essay Contest

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"The Mask: The Loss of Moral Conscience and Personal Responsibility"

KIMLYN BENDER
Jamestown College,
Jamestown, ND

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"Ethics Education Toward a More Moral Society"

KAREN HO
Washington University—St. Louis
St. Louis, MO

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"To Remain Unique:
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THAO DINH VO
Dartmouth College,
Hanover, NH

HONORABLE MENTION

"Bridges"

ALLISON HANDLER
Williams College,
Williamstown, MA

"The Dialectic of Autonomy
and Paternalism"

DAVID EATON
Trinity University,
San Antonio, TX

"Teaching Morality in Our
Pluralistic Society"

DONNA MCKEREGHAN
Eastern Washington University,
Cheney, WA

The Elie Wiesel Foundation for Humanity sponsors an annual essay contest intended to challenge senior students in colleges and universities to give attention to the ethical questions and issues facing them in a complex and ever-changing world. We are pleased to congratulate this year's winners.

Information about the 1993 contest will be available after August 1, 1992.

THE ELIE WIESEL PRIZE IN ETHICS
THE ELIE WIESEL FOUNDATION FOR HUMANITY
805 Third Avenue, 22nd Floor
New York, NY 10022

The annual Elie Wiesel Prize in Ethics essay contest is made possible through the generosity of E. Billie Ivry, New York, NY and the Thaler Foundation, Chicago, IL.



FELLOWSHIPS

The United States Department of Energy
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Urban Library Youth Specialist Fellowships Available

Students interested in working with youth from multi-ethnic/racial backgrounds in urban areas are encouraged to apply for one of eight (8) fellowships available in Wayne State University's Library Science Program. The fellowships will provide tuition, fees, books, and a stipend for one year. The Library Science Program will provide funding for all management and project costs. To be eligible, applicants must meet Wayne State University Graduate School and Library Science Program admission criteria and must plan to specialize in public library youth services. Upon completion of the requirements for graduation, students will be awarded a Master of Science in Library Science degree.

Fellowship applicants should forward a letter of interest indicating current academic status, career goals, and a current resume by August 1, 1992 to: Dr. Carole J. McCollough, Urban Library Youth Fellowship, Library Science Program, Wayne State University, 105 Kresge Library, Detroit, MI 48202. These fellowships are made possible by a grant of \$86,400 from the U.S. Department of Education, Office of Educational Research and Improvement, HBA Title IB.

REQUESTS FOR PROPOSALS

United States Agency for International Development
Indo-U.S. Science and Technology Fellowship Program

**REQUEST FOR PROPOSALS FOR
Scientific/Collaborative Research
Opportunities in India, 1993**

Opportunities for U.S. scientists to conduct collaborative work with Indian scientists in India will be available in 1993 under the Indo-U.S. Science and Technology Fellowship (STF) Program. Fields of research will include Atmospheric/Environmental Sciences, Biology, Biotechnology, Chemistry, Computer Software, Electronics, Forestry, Geology, Marine Science, Materials Science, Microelectronics, Oceanography, Physics, Solid State Electronics, and Water Resources. Other appropriate scientific fields may also be considered. Applicants must be United States citizens under 40 years of age, who have completed a doctoral degree and maintain an ongoing affiliation with a U.S. institution.

U.S. scientists will receive round-trip air travel from their home institution to the research site in India, a stipend in allowance upon their arrival, and a monthly stipend throughout the period of their research. Research fellowships will be for a duration of 3-12 months.

Applications and proposals must be postmarked no later than August 18, 1992.

For application and proposal, please contact:
Jeanine M. Daniels
Academy for Educational Development
1255 23rd Street, N.W.
Washington, D.C. 20037
Telephone: (202) 882-1900

NEW SCHOLARLY BOOKS

Continued From Preceding Page
Robert Coover, William Giddis, and Thomas Pynchon.
Gabriele d'Annunzio: The Dark Flame, by Paolo Valesio (Yale University Press; 269 pages; \$35). Examines the philosophical and poetic thought of d'Annunzio (1863-1938), an Italian writer whose literary reputation has been clouded by criticisms of his morality and politics.
Ilusion Is More Precise Than Precision: The Poetry of Marianne Moore, by Darlene Williams Erickson (University of Alabama Press; 252 pages; \$29.95). Argues that the American poet came to see herself humorously as a musician whose writings expressed a truth beyond reason, and that this sense of magic was bound up in a "feminine epistemology" or woman's way of knowing.
Impertinent Voices: Subversive Strategies in Contemporary Women's Poetry, by Liz York (Routledge; 272 pages; \$49.95 hardcover, \$14.95 paperback). Draws on the theories of Hélène Cixous, Luce Irigaray, and Julia Kristeva in a feminist analysis of the "disruptive" poetry of Hilda Doolittle, Audre Lorde, Sylvia Plath, and Adrienne Rich.

Irish Writers and Religion, edited by Robert Welch (Barnes & Noble; 242 pages; \$39.50). Discusses the influence of religion on Irish literature from pagan times to the present, with a focus on works by Beckett, Joyce, Shaw, Yeats, Patrick Kavanagh, Louis MacNeice, and Francis Sturt.
Madness of Language: Writing and Reading Madness in the Eighteenth Century, by Allan Ingram (Routledge; 256 pages; \$39.95). Uses English literary and medical texts to examine images of madness during the period.
The Stuff of Literature: Physical Aspects of Texts and Their Relation to Literary Meaning, by E. A. Levenson (State University of New York Press; 177 pages; \$44.50 hardcover, \$14.95 paperback). Discusses links between the literary meaning of a work and such graphic phenomena as spelling, punctuation, typography, and layout.

PHILOSOPHY

Aquinas on Human Action: A Theory of Practical Reason, by Ralph McInerney (Catholic University of America Press; 244 pages; \$39.95 hardcover, \$19.95 paperback). Focuses on the *Summa theologiae* in a study and defense of the 13th-century theologian's theory of moral action.
Blind Realism: An Essay on Human Knowledge and Natural Science, by Robert Almer (Rowman & Littlefield; 288 pages; \$47.50). Presents a case for a "fallibilist" theory of

Addresses of Publishers

Barnes & Noble, 8075 Bollman Place, Savage, Md. 20763
Brookings Institution, 1775 Massachusetts Avenue, N.W., Washington 20036
Catholic U. of America Press, 620 Michigan Avenue, N.E., Washington 20064
Garland Publishing, 717 Fifth Avenue, Suite 2500, New York 10022
Harvard Academic Publishers, 5301 Tacony Street, Box 330, Philadelphia 19137
Macmillan, 866 Third Avenue, New York 10022
McGill-Queen's U. Press, 3430 McTavish Street, Montreal H3A 1X9
Routledge, 29 West 35th Street, New York 10001
Rowman & Littlefield, 8075 Bollman Place, Savage, Md. 20763
St. Martin's Press, 175 Fifth Avenue, New York 10010
Sage Publications, 2455 Teller Road, Newbury Park, Cal. 91320
State U. of New York Press, State University Plaza, Albany, N.Y. 12246
Teachers College Press, Teachers College, Columbia University, 1234 Amsterdam Avenue, New York 10027
U. of Alabama Press, P.O. Box 870380, Tuscaloosa, Ala. 35487
U. of California Press, 2120 Berkeley Way, Berkeley, Cal. 94720
U. of Georgia Press, Athens, Ga. 30602
U. of North Carolina Press, Box 2288, Chapel Hill, N.C. 27515
U. of Oklahoma Press, 1005 Asp Avenue, Norman, Okla. 73019
U. of Tennessee Press, Knoxville, Tenn. 37996
U. of Toronto Press, 10 St. Mary Street, Suite 700, Toronto M4Y 2W8
Yale U. Press, 32A Yale Station, New Haven, Conn. 06520

knowledge that requires the repudiation of the classical correspondence theory of truth, but retains the core aspects of realism that distinguish it from idealism.
Citizens and Statesmen: A Study of Aristotle's "Politics", by Mary P. Nichols (Rowman & Littlefield; 233 pages; \$30 hardcover, \$19.95 paperback). Challenges aspects of both "aristocratic" and "democratic" readings of the *Politics*, and considers the work's relevance for modern liberalism.
Epistemology's Paradox: Is a Theory of Knowledge Possible? by Stephen Cade Hetherington (Rowman & Littlefield; 234 pages; \$46.75). Identifies a tension or paradox at the heart of the epistemological enterprise that calls into question the epistemic basis of developing a theory of knowledge.

Form and Transformation: A Study in the Philosophy of Plotinus, by Frederic M. Schroeder (McGill-Queen's University Press, distributed by University of Toronto Press; 125 pages; \$34.95 U.S.). Examines the third-century Roman philosopher's interpretation of the Platonic theory of forms.

Genethica: Moral Issues in the Creation of People, by David Heyd (University of California Press; 289 pages; \$45). Explores moral issues related to reproduction and people's obligations to future generations, considers, for example, whether a child born handicapped has the right to sue his parents.
Immediacy and Its Limits: A Study in Martin Heidegger's Thought, by Nathan Rotenstreich (Harvard Academic Publishers; 118 pages; \$20). Analyzes the Jewish philosopher's idea of "immediacy" as linked to contacts between human beings on one hand, and humans and God on the other.
Terrorism and Collective Responsibility, by Burleigh Taylor Wilkins (Routledge; 160 pages; \$45 hardcover, \$12.95 paperback). A philosophical analysis of the phenomenon of terrorism; argues that terrorism cannot be understood without reference to the collective responsibility of organized groups that have committed offenses against groups that the terrorists represent, and that terrorism may be morally justifiable under certain circumstances.

POLITICAL SCIENCE
The Dictatorship of the Proletariat: Mandate's Theory of Socialist Democracy, by John Ehrenberg (Routledge; 224 pages; \$49.95 hardcover, \$14.95 paperback). Discusses the development of Marx's idea of the dictatorship of the proletariat from the 1840's to Lenin's death in 1924, and argues that the concept has been wrongly displaced or ignored as the center of Marxist political thought.
Engels and the Formation of Marxism: History, Dialectics, and Revolution, by S. H. Rigby (Manchester University Press, distributed by St. Martin's Press; 264 pages; \$69.95). Combines an intellectual biography of Karl Marx's collaborator, Friedrich Engels, with a critique of Marxist theory and politics from the point of view of Engels's writings.
Euro-Politics: Institutions and Policy-making in the "New" European Com-

munity

munty, edited by Albert M. Sbragia (Brookings Institution; 303 pages; \$32.95 hardcover, \$14.95 paperback). Includes original essays on such topics as the origins of the 1992 initiative for European integration, the European monetary system and the movement toward a "Eurofed," and the implications of the 1992 Social Charter for European employers and unions.

Flexibility, Foresight, and Fortune in Taiwan's Development: Navigating Between Scylla and Charybdis, by Steve Chan and Cai Clark (Routledge; 224 pages; \$49.95). Discusses Taiwan's performance in regard to such things as economic growth, political stability, social equality, welfare provision, and military security.

The Principle of Fairness and Political Obligation, by George Klosko (Rowman & Littlefield; 204 pages; \$32.50

hardcover, \$19.95 paperback). A study of the problem of political obligation within liberal political traditions, specifically why individuals should obey any given law.

Spin Control: The White House Office of Communications and News Management of Presidential News, by John Anthony Maltese (University of North Carolina Press; 312 pages; \$29.95). Traces the history, activities, and political influence of the White House public-relations office since its establishment under the Nixon Administration in 1969.

PSYCHOLOGY

Borderlines: A Psychological Study of Paranoid and Delusional Thinking, by Peter Chadwick (Routledge; 196 pages; \$75). Draws on case studies and experimental research, as well as the author's own experience of psychosis in a study of the psychology of paranoid disorders.

Out of Control: Family Therapy and Domestic Disorder, by Jaber F. Gubrium (Sage Publications; 256 pages; \$45 hardcover, \$19.95 paperback). Explores the social construction of domestic disorder through a comparative ethnographic study of two family-therapy programs.

PUBLIC POLICY

Responding to Global Warming: An Examination of the Prospects for Effective Action, by Penny Eastwood (Berg Publishers, distributed by St. Martin's Press; 134 pages; \$19.95). Considers the potential for international cooperation on the control of carbon dioxide, methane, and other "greenhouse" gases.

RELIGION

Eternal Garden: Mysticism, History, and Politics at a South Asian Sufi Center, by Carl W. Ernst (State University of New York Press; 381 pages; \$59.50 hardcover, \$19.95 paperback). Analyzes the beliefs and practices of the Chishti order of Sufi Islam as taught by Shaykh Burhan al-Din Chishti (d. 1337) and his disciples; draws on Persian

texts preserved in Sufi shrines in near Khulabad, India.
Paul Ramsey's Political Ethics, by David Atwood (Rowman & Littlefield; 258 pages; \$45 hardcover, \$19.95 paperback). A study of the 20th-century American religion scholar and social theorist.

SOCIOLOGY

Amateurs, Professionals, and Stefan Lelaurie, by Robert A. Stebbins (McGill-Queen's University Press, distributed by University of Toronto Press; 171 pages; \$34.95 U.S.). Discusses commonalities in the conceptual status of amateurs and professionals in eight fields—archaeology, anthropology, baseball, stand-up comedy, football, magic, music, and theater.
Low Women and Wicked Witches: A Study in the Dynamics of Male Domination, by Marianne Hester (Routledge; 256 pages; \$68.50 hardcover, \$15.95 paperback). Discusses the sexual violence as a factor in historical phenomena—the witch-hunts of early modern England and the development of a revolutionary feminist theory of sexuality.

Professions and Patriarchy, by Anne Witz (Routledge; 224 pages; \$49.95 hardcover, \$17.95 paperback). Explores how male power has been used to limit the professional aspirations of middle-class women.

The Rebirth of Private Policing, by Ian Johnston (Routledge; 272 pages; \$66.95 hardcover, \$18.95 paperback). Argues that a re-emergence of police forces embodies the growing privatization of authority in society.
Young, Female, and Black, by Hilda Mirza (Routledge; 224 pages; \$49.95 hardcover, \$16.95 paperback). Focuses on Britain in a study of the educational, family, and work experiences of young black women.

WOMEN'S STUDIES

Women and Gender in Islam: Historical Roots of a Modern Debate, by Leila Ahmed (Yale University Press; 288 pages; \$30). Sets Islamic discourse on women and gender in social and historical context, with a focus on early Islamic Arabia, Classical Iran, and 19th- and 20th-century Egypt.

Box

Professors at the Savannah College of Art and Design are moving ahead with plans to create a faculty senate on a campus where a proposed student government has already caused controversy.

At a special faculty meeting last week, professors announced plans for a full faculty vote on the creation of a senate. They also asked the administration for two-year contracts instead of the annual contracts standard at the art college, one of the nation's largest. The faculty also voted to support a student drive for more rights. Administrators have challenged that effort, which has brought to the surface lingering complaints about the campus climate (*The Chronicle*, May 6).

Some 60 professors attended the meeting, about half the college's faculty.

The administration will consider the faculty requests, but has no immediate response, says Pamela ABB, director of communications.

She notes that the college's president and founder, Richard G. Rowan, attended the meeting and answered questions from faculty members.

The Massachusetts Institute of Technology used "badly flawed" procedures in its 1984 tenure review of a controversial professor, according to the American Historical Association.

A letter written to the professor, David F. Noble, last month, says that a five-member panel of the association came to its conclusion in the absence of a response from MIT—which, the letter notes, was repeatedly solicited in writing. The half-page letter does not elaborate on the decision, nor would the association.

In 1986, Mr. Noble, who is now a tenured professor of social science at York University in Canada, sued the institution, claiming he had been denied tenure because he had criticized MIT's ties to industry. He agreed to drop the lawsuit last year. In return, MIT agreed to release some confidential tenure-review materials to the public.

Mr. Noble turned the material over to several organizations, including the AHA. The association, which reviews complaints of alleged professional misconduct, does not act as a disciplinary body but can issue findings or publish a summary of the case in its newsletter, *Perspectives*. Because of its confidentiality policy, however, summaries do not identify people or institutions involved in complaints.

Officials at MIT said they had received no letter of finding from the historical association and therefore would not comment on its review of the case. In the past, the institute has maintained that Mr. Noble was fairly treated and was denied tenure because his scholarly work was not up to par, and because he was not considered trustworthy by his peers.

Personal & Professional

A Growing Number of Colleges Offer Options for Retirement Investment

2 years after major reforms, change still comes slowly

By DENISE K. MAGNER

The number of colleges that offer employees more ways to invest their retirement money continues to climb. But the pace of change has been snail-like, frustrating companies that are trying to break into the market and some college employees who are eager for more investment choices.

The college pension market is still dominated by a giant non-profit system. A little more than two years ago, the Teachers Insurance and Annuity Association and the College Retirement Equities Fund made major reforms that unleashed a flurry of competition for campus retirement dollars.

Under the reforms, CREF, an equity investment fund, began allowing people to transfer their pension accumulations to competing companies and make lump-sum cash withdrawals. A year later, TIAA, a fixed-income fund, did the same, although it attached restrictions. Before participants could make any of the moves, their employers had to approve.

Many Have Yet to Decide

Some institutions acted immediately, but many more are just now approving the reforms, and many others have yet to decide. Most recently, institutions ranging from the University of Notre Dame to Rollins College to the University of Nebraska approved the changes and this academic year began offering employees a choice of companies to which they could funnel their retirement money. Public institutions in New York, Tennessee, and Washington State will probably follow suit soon.

Those and other actions have highlighted several trends in the college pension market:

■ Just because more colleges are allowing people to transfer their money does not mean that many employees are actually doing so. In fact, the number of transfers has been small, say campus administrators and TIAA-CREF officials. "I think people wanted to have the freedom to transfer money out of TIAA-CREF, but they don't necessarily want to exercise the option," says Nimet Gundogan, benefits manager at Boston University.

■ While employees are leaving their existing TIAA-CREF accumulations (often called "old money") intact, many are directing future retirement contributions ("new money") elsewhere. This year, Notre Dame began giving employees a choice between TIAA-CREF and 10 funds offered by Fidelity Investments. "We're not seeing any significant movement at all in terms of old money shifting out of TIAA-CREF," says Roger Mullins, the university's director of human resources. "But many people are electing to have new money go to Fidelity."

■ Colleges that have offered alternative investment options to TIAA-CREF since the

Continued on Following Page



Thomas W. Jones of TIAA-CREF: "We offer the lowest operating and investment expense, superior investment performance, and the best customer service."

As Interest Rates Fall, TIAA Is Criticized for Not Disclosing More About Investments

NEW YORK
Some policy holders in the Teachers Insurance and Annuity Association, after watching the interest rates they earn on their retirement accumulations slide downward, are pressing the mammoth fund for more information on its investment practices.

Retirement accumulations in TIAA earn interest at rates set by the company's Board of Trustees. Earlier this year, the board lowered those rates, citing declining interest rates nationally and the country's real-estate slump.

TIAA officials blame the recession, but point out as a sign of the company's financial health that it receives the highest possible ratings from Standard & Poor's Insur-

nance Rating Services, Moody's Investors Service, and A. M. Best. The three ratings services review the strength and operating performance of insurance companies and issue ratings of their financial soundness. The ratings are used by policy holders, investors, and others.

Concern About Real Estate

Critics of the fixed-income fund, however, say they are concerned about both the falling TIAA rates and the company's sizeable investments in mortgages and real estate. The critics, including leaders of the American Association of University Professors, say TIAA has failed to provide adequate information about its mortgage and

Continued on Page A19

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Colleges Offer Their Employees More Options for Retirement Funds

Continued From Preceding Page
1980's say the system's dominance on their campuses has been eroded. At Boston University, for example, the proportion of employees choosing alternatives to TIAA-CREF has grown gradually since those options were first offered in the early 1980's. Today, about 60 per cent of current contributions to retirement go to TIAA-CREF, but 40 per cent go to other companies.

■ New employees seem more likely to choose alternatives to TIAA-CREF. In the last two calendar years at the Johns Hopkins University, only 40 per cent of new employees in the retirement plan chose TIAA-CREF, while 60 per cent selected competing companies.

Rising Medical Costs

Despite signs of change on some campuses, many colleges have been slow to allow transfers and withdrawals or to add alternatives to TIAA-CREF. Some have been distracted by other benefits issues, like skyrocketing medical costs. Many small colleges don't have a large enough staff to broaden their retirement plans and have chosen to offer only TIAA-CREF.

"What I sense is that we're get-

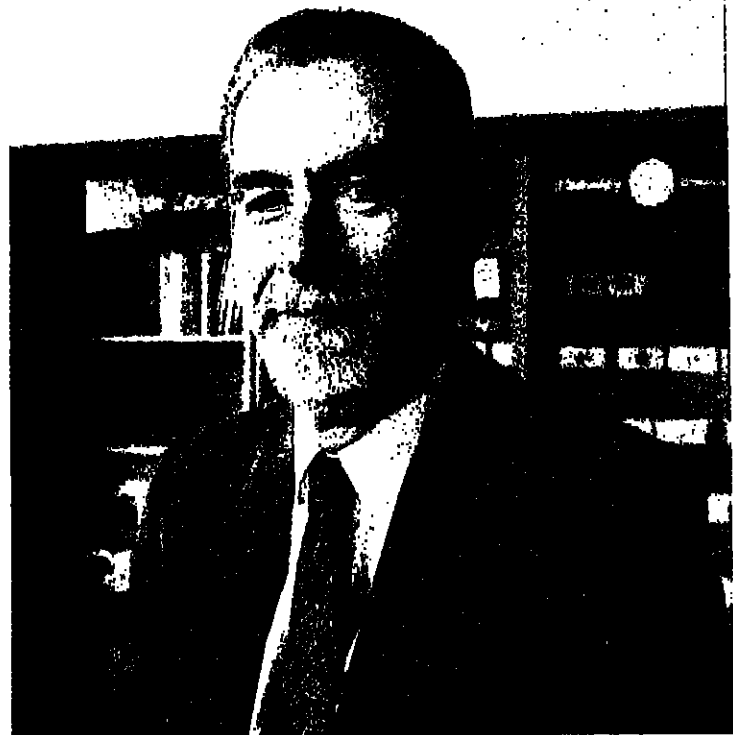
ting closer to making a decision at many institutions," says George A. Pierce, chairman of the personnel and benefits committee for the National Association of College and University Business Officers. "It's taken this long just to get the facts together and for campuses to understand the nuances involved."

TIAA-CREF is still far ahead of its competitors. Many people say the infusion of competition in the pension market has made the companies more responsive to customers—and more protective of their turf. With assets of \$104-billion at the end of 1991—up from \$88-billion a year earlier—TIAA-CREF has 4,700 institutional participants, of which roughly 1,900 are colleges and universities. TIAA has assets of \$56-billion; CREF has \$48-billion.

Many companies say it is hard to gain a foothold in the market, in part because of TIAA-CREF's long relationship with higher education. But business is growing.

Conway Shaw, group-marketing director for the Variable Annuity Life Insurance Company, says the amount of money it manages from the higher-education market has jumped by 36 per cent since 1989.

The assets that T. Rowe Price



Toby Y. Kahr, Duke's associate vice-president for human resources: "It's not a simple market anymore."

Associates Inc. manages for people in the non-profit sector—mainly from higher education—have risen from \$200-million in 1987 to more than \$700-million today.

"TIAA-CREF has been in place for

80 years," says Christopher W. Dyer, a vice-president at T. Rowe Price. "Ten years from now, it'll be a different ball game."

John J. McCormack, executive vice-president of pension and an-

Personal & Professional

nity services at TIAA-CREF, predicts that the companies may lose from 5 to 15 per cent of their market share to competitors over the coming years. But he and other TIAA-CREF officials are optimistic about the companies' strength.

'Cashability' Approved

Says Thomas W. Jones, executive vice-president of finance and planning: "Our core franchise is built on the fact that we offer the lowest operating and investment expenses, superior investment performance, and the best customer service. No competitor has been able to convince a significant portion of our customers that it can do all three better than us."

About 25 per cent of TIAA-CREF's participants have agreed to allow employees to transfer their accumulations to competing companies, Mr. McCormack says. In 1991, he says, about \$233-million was transferred out of TIAA-CREF. About \$91-million was transferred in from other companies.

Colleges have moved more quickly to approve "cashability," which allows employees to make lump-sum withdrawals from CREF when they retire or leave their institutions. About 50 per cent of the system's institutional participants have approved cashability, but often with restrictions. Some colleges, for example, allow employ-

ees to withdraw only a proportion of their retirement savings.

The movement toward approving transfers and withdrawals is speeding up or slowing down, depending on whom you ask. TIAA-CREF says it is slowing down.

Richard G. Malconian, president of Fidelity Investments Tax-Exempt Services Company, disagrees. His company, a division of Fidelity Investments, was created in March 1991 to handle retirement products for the non-profit sector. Its total assets now exceed \$4.5-billion—about \$3.7-billion of which is in retirement savings.

"Institutions more and more are realizing they have a fiduciary responsibility to provide more choice," Mr. Malconian says.

Some campuses, such as Bloomfield College, continue to offer TIAA-CREF as the only option under their retirement plans. A benefits manager there said trustees felt that offering too many investment options would give people the ability to "play the market" with their retirement savings when most were not qualified to do so.

'More Than I Expected'

At the other end of the spectrum is Johns Hopkins. About 49 per cent of current monthly contributions toward retirement go into TIAA-CREF, while the remainder is divided among the Vanguard Group, Twentieth Century Investors, and the Cigna Corporation.

Somewhere in the middle sits the State University of New York System, which allows cash withdrawals and will soon decide whether to allow transfers and to add more companies. The system's faculty members and professional employees now choose between the state pension system and TIAA-CREF.

Last year, SUNY began allowing employees with money in TIAA-CREF to make cash withdrawals. Roughly 300 employees have requested withdrawals.

"It was more than I expected," says Lawrence J. Katz, SUNY's director of employee benefits. Some employees reinvest the money. One used his money to buy a house in the Virgin Islands.

Some campus officials caution that transfers and withdrawals are still new concepts to most employees, and that it may be some time before they feel knowledgeable about their new options. They also note that many employees seem satisfied with TIAA-CREF and may decide not to make any changes.

Another reason the number of transfers and withdrawals may be low, they say, is that many employees have their savings in TIAA, and that money is still not easy to move. Because TIAA's assets are not easily converted into cash, moves out of TIAA can be made only over a 10-year span.

To help people make investment decisions, Duke University holds an annual benefits fair in May to bring in company representatives. Among them is Fidelity, which just opened its first retirement-investment center near Duke.

Employees can no longer simply put their retirement money somewhere and forget about it, says Toby Y. Kahr, Duke's associate vice-president for human resources. "It's not a simple market anymore."

TIAA Policy Holders Seek Information on Investments

Continued From Page A17
real-estate holdings and about the impact of the real-estate slump on the fund.

TIAA, along with its companion company, the College Retirement Equities Fund, manages and invests the retirement savings of thousands of employees in higher education. Together the companies have assets of \$104-billion, \$56-billion of which is in TIAA.

Accumulations in TIAA earn interest at different rates, depending on when the money was put into the fund. The lower rates set by the TIAA board are as follows: Effective March 1, money put into TIAA between January 1 and June 30 of

this year will earn an interest rate of 7.5 per cent. Money accumulated from 1988 to 1991 will earn 8.5 per cent, and accumulations before 1988 will earn 8 per cent.

Fluctuating Rates

By comparison, until February of this year, the rates ranged from 8.5 to 9.25 per cent. And from March 1988 to February 1989, they ranged from 9 to 11.25 per cent.

The TIAA board will reconsider this year's rates in June.

"TIAA was supposed to be a relatively long-term, stable investment," says Ernst Benjamin, general secretary of the AAUP. "My

concern is the rates have been going down fairly steadily."

He adds: "I don't think people understand that TIAA is sort of volatile and there are times not to invest in it. I think people could have better information than they do."

TIAA is not alone in being hurt by the recession. While its investment returns have fallen in recent years, they have surpassed the industry average. TIAA's net rate of return on its investments in 1991 was 9.36 per cent, compared with an industry average of 9.03 per cent, according to the American Council of Life Insurance.

Some observers in higher education say the lower TIAA rates are to

be expected. The 11-per-cent rates of the past were "not normal," says Robert M. Wilson, vice-president emeritus at the Johns Hopkins University who is now a benefits consultant. "Everybody's rates are down this year. I don't think we can expect the folks at TIAA to be producing miracles." He agrees, however, that the fund should be more candid about its investments, including its losses.

'Some Economic Loss'

Thomas W. Jones, executive vice-president of finance and planning at TIAA-CREF, acknowledges that TIAA has experienced "some economic loss" as a result of the problems in the real-estate market. About 38 per cent of TIAA's invest-

Continued on Following Page

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Number of Ph.D.'s Awarded to Blacks Begins to Increase After Years of Declines

Continued From Page A1
ents, who earned nearly one-third of the 1991 doctorates. Americans earned 24,721 Ph.D.'s, slightly fewer than the number in the previous year and a decade ago.

Some observers said the increase in minority doctorates indicated progress for black students and institutions that have worked to recruit and retain them.

But Frank L. Morris, dean of graduate studies and research at Morgan State University, said such a response was overblown. He noted that the increase in black doctorates from 1990 to 1991 amounted to only 36 students.

Controversial Research

"Folks are talking about the increase in black Ph.D.'s almost as if it's in a vacuum, without looking at the position of blacks compared to the position of foreign doctorates that are better funded," he said.

Mr. Morris said his research, which has been controversial, had concluded that American universities have provided more money for international students than for African-American students. He said that disparity accounted, in part, for the shortage of black Ph.D.'s and the increases in foreign doctoral recipients.

"Black students are paying for their doctorates, once again, by going into debt while international students are getting a free ride," he said.

Because many doctoral recipients go on to teach at colleges and universities, the survey results are considered a good indicator of the future composition of the nation's professoriate. The 1991 survey results, like those of other recent years, suggest that fewer white men and more women, minority-

Americans Who Received Ph.D.'s in 1991

| | Number | 1-year change | 10-year change |
|-----------------|---------------|---------------|----------------|
| American Indian | 128 | +33.3% | +50.6% |
| Asian | 762 | +19.0 | +63.9 |
| Black | 933 | +4.0 | -7.9 |
| Hispanic | 708 | -1.4 | +52.6 |
| White | 21,859 | -1.3 | -0.6 |
| Race unknown | 331 | — | — |
| Total | 24,721 | -0.7% | -1.4% |

SOURCE: National Science Foundation

group members, and non-U.S. citizens will be teaching on college campuses in the future.

Among the survey's findings: ■ Foreign students earned 30.1 per cent of the Ph.D.'s awarded in 1991. Their share has increased steadily since 1981, when they earned 17.2 per cent of doctorates.

■ Minority-group members last year made up 10.4 per cent of American recipients whose race was known. (An additional 331 American recipients did not specify their race.) Members of each minority group made gains from the previous year. American Indians earned 128 doctorates in 1991; Hispanics earned 708; Asians earned 762, and white Americans earned 21,859.

■ Despite significant gains by blacks in the last two years, they accounted for only 3.8 per cent of the 1991 doctoral recipients whose race was known. A decade earlier, they made up 4.2 per cent of recipients. Asian Americans accounted for 3.1 per cent of the Ph.D.'s earned by Americans last year; Hispanics made up 2.9 per cent,

and American Indians made up .52 per cent. White students earned 89.6 per cent of the doctorates.

■ Women earned 36.8 per cent of all Ph.D.'s, up from 31.5 per cent 10 years ago. Of the doctorates awarded to Americans, women earned 43.8 per cent—up from 34.7 per cent in 1981. And they earned 35.6 per cent of the science and engineering degrees awarded to Americans—up from 25.8 per cent in 1981.

■ The number of students earning doctorates in science and engineering increased to 23,748 last year. That was mainly because more foreign students earned Ph.D.'s in those fields—37.9 per cent, up from 22.2 per cent a decade earlier. The number of American students earning degrees in science and engineering, meanwhile, fell slightly from the previous year. Fewer white American men earned such degrees, but the number of American women and minority-group members who received doctorates in science and engineering increased.

Research council officials cau-

tioned that data collected over the past two years must be analyzed carefully because of policies put into place in 1990 that changed the way information is gathered. As a result, more doctorate recipients responded to the survey and more reported their race and citizenship. The officials said that comparisons between actual numbers over the past decade might therefore be skewed, but that the data would still indicate broad trends.

They also said that the latest data must be considered preliminary, since survey responses continue to trickle in over the course of the year. For example, the 1990 survey results originally showed that 828 blacks had earned doctorates, but that figure was revised to 897 in the latest report.

Need for 'Export Industries'

Alan Fichter, executive director of the research council's Office of Scientific and Engineering Personnel, applauded the increases in the number of blacks and women earning Ph.D.'s in 1991. "I'm happy to see this," he said. "I think this diversity is going to be very healthy for scholarly activities."

He said he was not worried about the drop in the numbers of white males earning Ph.D.'s. "My sense is that the white males are probably going on to more lucrative fields, which could mean law or master's degrees in business administration."

Neither was he concerned about the increasing number of foreign students earning doctorates at American universities. "If graduate education is an export industry, we need all the export industries we can get," he said.

Mr. Fichter said he was concerned that the increases in the

number of Ph.D.'s over all might be coming at a bad time. He noted that the job market was not promising for new doctorates looking for teaching positions.

The NRC survey results differ slightly from a survey of doctoral degrees conducted by the U.S. Department of Education. That survey put the number of doctorates conferred in 1989-90 at an all-time high of 38,238. (See story on Page A36.) That figure is some 6 per cent higher than the NRC count for the same year. During the 1980's the Education Department's tally of doctoral degrees has been some 4 per cent to 6 per cent higher than that of the NRC.

William H. Freund, an official at the department's National Center for Education Statistics, attributed the discrepancy to different survey techniques. The department obtains degree information from an annual survey of colleges and universities. In contrast, the NRC statistics come from surveying Ph.D. recipients. Mr. Freund said the department's survey included some institutions, such as small divinity schools, whose Ph.D. recipients might not be included in the NRC survey.

The science foundation's report, "Selected Data on Science and Engineering Doctorate Awardees 1991," includes breakdowns of data by specific fields within science and engineering, citizenship, and institutions conferring degrees. It also includes data on the total number of doctorates awarded.

Copies of the report are available free from the Division of Science Resources Studies, Room 609-L, National Science Foundation, 1800 G Street, N.W., Washington 20550; (202) 634-4300.



Critics Seek Information on TIAA's Investments

Continued From Preceding Page
ments are in commercial mortgage loans and 10 per cent are in real estate properties. Twenty-six per cent are invested in publicly traded bonds, 24 per cent in direct loans to business and industry, and 2 per cent in other assets.

Lower Mortgage Yields

"Our mortgage delinquency rate increased in 1991, in line with the pattern that occurred throughout the industry," Mr. Jones says. "We experienced somewhat lower yields on our mortgage and real-estate investments than we had originally expected."

But he adds: "It will not have a

dramatic effect at all on our net investment yield, on our dividends, and certainly we do not think it's going to have any effect on our AAA ratings."

Mr. Jones says TIAA will disclose

ment where a reasonable person can say, 'We deserve to know a meaningful amount of information regarding a company's investment policies, asset quality, and investment performance.'" Mr. Jones

"I don't think people understand that TIAA is sort of volatile and there are times not to invest in it. I think people could have better information than they do."

more information about its investments. The expanded information will be provided in a report to be released this month.

"It's clear we're in an environ-

ment. "We believe we should meet that kind of disclosure standard."

Richard T. Garrigan, a professor of finance at DePaul University, is among those pushing for more dis-

closure from TIAA. He says he is especially concerned about TIAA's heavy concentration of investments in office buildings, a sector of the real-estate market that has been hard hit.

In an article published this year in *Academe*, the magazine of the AAUP, Mr. Garrigan argued that the company had emphasized its high ratings from Standard & Poor's and other services instead of providing data on the quality of its assets. He attributed the high ratings to the fact that TIAA only guarantees a "very low" interest rate. (TIAA guarantees participants an interest rate on their accumulations of about 3 per cent, but has always paid more than that amount.)

"My question is, Would they

lose their AAA ratings if they guaranteed 5 per cent or 7 per cent?" Mr. Garrigan asks. "As a participant, I'd prefer a higher guarantee and less risky investments."

Mr. Jones says that criticism is simplistic. The high ratings, he says, are based on an array of factors from the consistency of a company's financial performance to the strength of its customer base. Because TIAA guarantees no more than 3 per cent, Mr. Jones says, the company has been able to take on a larger share of investments that carry some risk of default but have the potential of a higher payoff.

"To try to single out that one variable in isolation just portrays a lack of understanding," he says.

—DENISE K. MAONER

NEW BOOKS ON HIGHER EDUCATION

It may be necessary to add state tax to the cost of books listed below. Discounts may be available to scholars and to people who order in bulk.

Chinese Higher Education: A Decade of Reform and Development, 1978-1988, by Ruiqing Du (St. Martin's Press, Scholarly and Reference Division, 175 Fifth Avenue, New York 10010; 146 pages; \$39.95 prepaid). Offers an insider's perspective on reform in Chinese higher education in the post-Mao era.

Ethics and Standards in Institutional Research (New Directions for Institutional Research No. 73), edited by Michael E. Schiltz (Jossey-Bass Publishers, 350 Sansome Street, San Francisco 94104; 86 pages; \$14.95 prepaid). Presents a draft code of ethics for institutional research, a commentary on that code by members of the committee that developed it, and four essays on related ethical issues.

The Evidence for Quality: Strengthening the Tests of Academic and Administrative Effectiveness, by E. Grady Boque and Robert L. Saunders (Jossey-Bass Publishers, 350 Sansome Street, San Francisco 94104; 313 pages; \$29.95 prepaid). Discusses the development of quality-assurance programs.

The Four Cultures of the Academy: Insights and Strategies for Improving Leadership in Collegiate Organizations, by William H. Bergquist (Jossey-Bass Publishers, 350 Sansome Street, San Francisco 94104; 280 pages; \$27.95 prepaid). Describes the image, traditions, and character of colleges and universities as shaped by four distinctive cultures—collegial, managerial, developmental, and negotiating.

Medicine in the Beehive State, 1940-1990, edited by Henry P. Plonk (University of Utah Press, 101 University Services Building, Salt Lake City 84112; 586 pages; \$35, plus \$2.50 for shipping). Discusses the establishment of a medical school at the University of Utah.

The New Faculty Member: Support and Fostering Professional Development, by Robert Boice (Jossey-Bass Publishers, 350 Sansome Street, San Francisco 94104; 376 pages; \$31.95 prepaid). Describes strategies to help new faculty members in their roles as teachers, scholars, and colleagues.

Russian and Soviet Education, 1981-1989: A Multilingual Annotated Bibliography, compiled by William W. Brickman and John T. Zepper (Carland Publishing, 717 Fifth Avenue, Suite 2500, New York 10022; 338 pages; \$83 prepaid). Contains information on English- and Russian-language publications on imperial Russian and Soviet education at all levels.

The Underground Guide to University Study in Britain and Ireland, by Bill O'Riordan (Intercultural Press, P.O. Box 700, Yarmouth, Me. 04096; 222 pages; \$14.95, plus \$2 for shipping). Offers a student's perspective on study in Britain and Ireland, combining discussion of academic concerns with discussion of the wider cultural experience.

Faculty members looking for a new software distributor now that Wisc-Ware is out of business may want to contact the Chariot Software Group.

Susan Nickerson, product-acquisition manager, says Chariot would like to consider all programs developed by Wisc-Ware's former authors. The group's current catalogue contains about 50 academic offerings.

Wisc-Ware closed in March when the International Business Machines Corporation decided not to renew its contract with the company.

For information about submitting software to Chariot, contact the distributor at 659 India Street, San Diego 92103; (800) 800-4540 or (619) 298-0202.

The University of Nebraska Press has put its catalogue of books in print on the Internet.

Academics with access to the network can search the press's complete list by using key words, or they can browse by subject category and read short descriptions of the books. To place an order, however, they have to call the press's toll-free telephone number.

The university's computing-resource center helped the press create the on-line catalogue by writing the software, says Donna Liss, the information-management coordinator. She says the center has written similar software so that professors and students can search supply catalogues and campus calendars.

Uninet, a regional computer network that gives institutions in Midwestern states access to the Internet, has its operations center at the University of Nebraska.

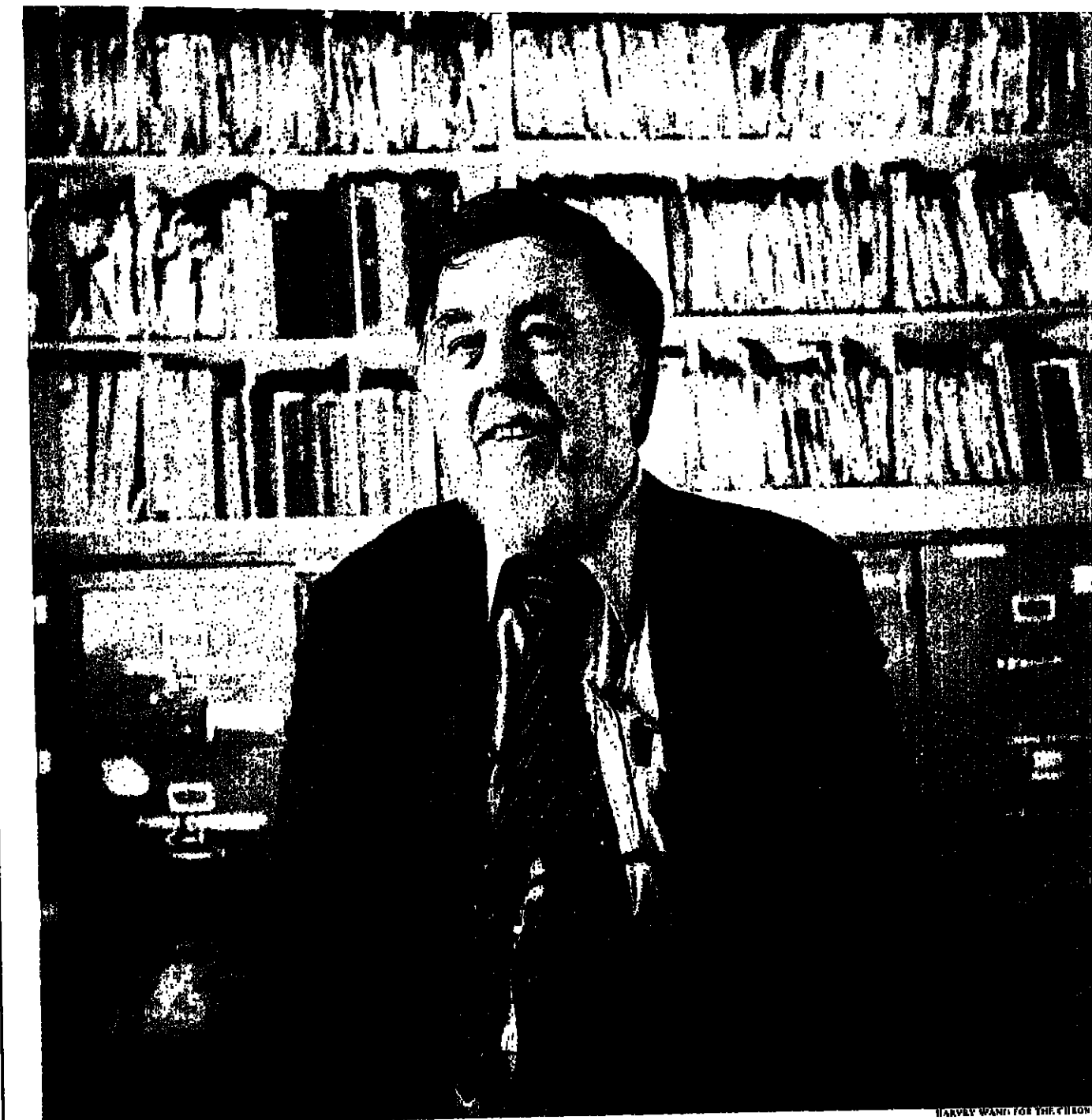
Engineering professors and students at Stevens Institute of Technology will be able to read journal articles on their own computers when Engineering Information Inc. moves its offices from New York to the Hoboken, N.J., campus this summer.

EI, as the non-profit publisher is called, expects to make the complete text of selected journals available on an experimental basis on computers linked to the campus network. The publishing company and the institute plan to cooperate on a study to see how faculty members and students use the materials.

Engineering Information specializes in engineering journals, abstracts, reports, monographs, and conference proceedings. In 1990, its index included 300,000 journal articles and conference papers on chemical engineering, electrical and electronic engineering, and energy and the environment. Of those, 160,000 were abstracted and published in print or on compact disks.

The publisher expects to install its own Digital VAX computer system at Stevens, connecting it to the campus network and to the Internet.

Information Technology



Alan Lomax: "Now, I can ask a thousand questions that have haunted me during the whole research and receive almost instantaneous answers."

A Folklorist's Material on More Than 400 Cultures to Be Available on a Multimedia 'Global Jukebox'

By BEVERLY T. WATKINS

NEW YORK

Thirty years ago, Alan Lomax began to study the relationship between the performing arts and aspects of folk culture. In the course of collecting materials for the project, the anthropologist amassed one of the most extensive ethnographic film and sound libraries in the world.

The holdings, which fill floor-to-ceiling shelves in a large room here at Hunter College, include more than 8,000 tapes and records of songs from the United States and Europe, 300,000 feet of film from Africa and Asia, and 200 hours of dance performances on videocassettes from the American South and Southwest.

Mr. Lomax, who is widely acknowledged today as the dean of American folklore, has written a dozen books based on the project, but much of his work has gone unpublished because of the time needed to cull the massive amounts of data. Many scholarly questions—his own

and those of colleagues—have gone unanswered.

Soon, however, the collection will be available on a computer system called "Global Jukebox." The multimedia system will contain sound recordings and filmed and taped performances selected from more than 400 cultures. It will allow researchers to trace the migration of music and dance styles from one culture to another and create charts and graphs showing correlations among performance styles and cultural traits.

'The Evolution of Culture'

"The 'Global Jukebox' has the evolution of culture in it. The whole range of the human species from the Bushman to Broadway entertainers find their voice and their place here," says Mr. Lomax, a research associate in anthropology and director of the Association for Cultural Equity at Hunter's Voorhees campus.

Although it is still incomplete, "Global

Jukebox" is already proving valuable. "For years, I have painfully edited films and tapes illustrative of the project's findings," Mr. Lomax says. "Now, I can ask a thousand questions that have haunted me during the whole research and receive almost instantaneous answers."

"Global Jukebox" caps a lifetime of research on native performing arts for the anthropologist, who credits his father, John A. Lomax, for his early interest in the field. In 1933, during the Great Depression, the two crossed the country in a Model A Ford to record songs by local performers. The younger Mr. Lomax—he was 18 years old at the time—operated the first battery-powered portable recorder, a cumbersome machine that weighed about 500 pounds.

"The first records were four minutes, and that was it," Mr. Lomax remembers.

The two returned from that trip, in which they visited Southern churches,

Continued on Following Page

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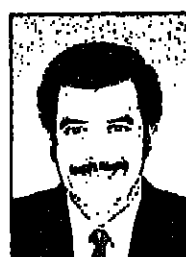
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Advertisement

The Learning Society: Beam Me Up, Scotty!

By Bernard R. Gifford, Ph.D.
Apple Computer, Inc.



Gifford's Log—Star Date 1992.5: As every "Star Trek" fan knows, a great reason to convert something from one form to another is to transport it quickly. That's certainly a plus if you're a starship captain anxious to elude hostile Klingons. And as it turns out, it's also an advantage if you're an educator eager to move toward the next generation of learning systems.

We're not yet at the point where we can convert William Shatner himself into electronic impulses and transport him over a fiber-optic network. But we can take his video image—including full motion, color, and sound—encode (or digitize) it in the form of millions of information bits, store it in a computer file, and then beam it over a network for viewing or editing by many computer users.

I'm very excited about this development, because today's great advance in educational technology is not the "invention" of multimedia. After all, teachers have been showing illustrations, movies, and TV shows to students for decades. The real breakthrough is the ability to digitize multimedia programs and then deliver them over a network. My last column talked about digitized video. In this column, I want to tell you more about networked video—digitized video that's available on a network.

Networked video can personalize our "mass" media. In the past, students were passive audiences for multimedia presentations delivered to large groups all at once. We could pull our chairs closer to the TV propped on the teacher's desk to watch "Mr. Wizard," but we couldn't try an experiment along with him, compare our results with his, or interrupt him to ask questions. We could turn up the volume or adjust the contrast, but we couldn't tune the lesson to our comprehension level or regulate the pace.

Digitized video opened up exciting possibilities for interactive multimedia. But to make digitized video practical for instructional purposes, we needed an efficient way to deliver it to students at individual workstations, where they can control the pace, sequence, level of difficulty, and amount of practice that they want in each area.

We now have that capability. We can store digitized video on a database, making it available to many users over a local-area network.

It sounds simple enough—but getting to this point was anything but easy. Video images are notorious "bit guzzlers." When you convert a video clip to electronic impulses, you're actually encoding information about the rapidly changing nuances of dots, called pixels, that create video images. You also have to encode material in other formats (sound, graphics, animation) that may accompany the video. It's a daunting process: Each minute of digitized video represents a huge repository of data.

To send these vast quantities of information from one computer to another, technologists have had to make great leaps in the science of compressing and transmitting data. New compression techniques allow us to bundle video data in efficient packets that can be sent across a network much more rapidly. And new fiber-optic networks allow much faster transmission than copper wire. By sending data over a fiber-optic network at the rate of a gigabyte per second—that's a billion bytes per second—one hour of video can be transmitted in just five seconds.

These advances will soon take networked video out of the realm of science fiction and into the realm of the classroom—or wherever workstations are installed. Because each student stores his or her own "copy" of the program, it can be constantly adjusted to meet individual needs. In fact, the program will be capable of doing its own adjusting. Whereas today's programs tend to be reactive—responding to users' commands or preferences—the next generation of learning systems will take the initiative, behaving more like a tutor.

In practical terms, this interaction means that no matter where you are in the program, expert help—in the form of on-screen video presentations—will be only a click away. And if you don't realize that you need help, the program will prompt you in a way that is specific and nonthreatening.

Say, for example, that you're simulating the dissection of a guinea pig in a multimedia biology "lab." You've just used the computer "scalpel" to excise the liver instead of the stomach. A modern-day Mr. Wizard might appear in a window on the screen, explaining your mistake, showing you where the stomach is located, and comparing the two organs' features.

Or you might "direct" a performance of *Romeo and Juliet*, gaining new insight into a character's impact by changing an entrance or an exit, or editing the character out of a scene altogether. ("Wherefore art thou?" could take on a whole new meaning!) An on-screen coach might be available to comment on the character's significance, or analyze the consequences of a staging decision.

Thanks to networked video, learning systems will soon be available that will allow students to work on their own, doing the kind of practice or experimentation that often consumes too many class hours. This may free teachers to spend more time helping students grapple not so much with the quantity of information as with the meaning of information.

That's about all I have to say for now, so I'll take my leave until next time. Beam me up, Scotty!



Films and recordings of song and dance performances from cultures around the world make up the multimedia "Global Jukebox." Above, an Indonesian dancer.

A 'Global Jukebox' Offers Material From 400 Cultures

Continued From Preceding Page
plantations, and prisons, with the nation's first collection of oral history and folk performances. Their recordings became the basis of the Archive of American Folk Song at the Library of Congress. Today, the archive contains 30,000 field recordings made by Alan Lomax.

In 1962, when he became director of the Cross-Cultural Survey of Expressive Style, a project sponsored by Columbia University's Department of Anthropology, Mr. Lomax began a search for a scientific way to describe sound and movement.

"Much research had been done on texts and scores—music and dance notations—but no technique existed for analyzing and comparing performance styles," he says. "The challenge was to understand the relation of non-verbal communication patterns to other aspects of culture and to develop a method to unlock the information stored in field recordings and ethnographic film."

4,000 Songs and 700 Dances

Mr. Lomax and Victor Grauer, a musicologist, developed a system they called Cantometrics to describe sound. The system includes 37 measures, such as melody, rhythm, tempo, and volume, that characterize the main elements in all human song. Later, Mr. Lomax devised a similar system, called Choreometrics, to describe movement.

To test the systems, Mr. Lomax says, musicologists selected 4,000 songs and 700 dances. They analyzed each performance and produced a point-by-point description based on the 37 measures.

Using Columbia's mainframe computer, Mr. Lomax and Mr. Grauer compared their measures for sound and movement with measures for the economic, social, and political features of native cultures, which had been established by the late George Peter Murdock,

who compiled the *Ethnographic Atlas*. The comparison demonstrated clearly that performance styles are related to other aspects of native culture.

"When we got the computer to compare his profiles to our profiles," Mr. Lomax says of Mr. Murdock's measures, "we saw that we had a taxonomy that matched the taxonomy of Murdock. So we knew we were onto something."

After the computer compared the profiles, he says, "it clustered them into families, mapping world-culture areas."

"Essentially," he adds, "we found 10 regional song traditions, accounting for the majority of world-song styles."

Although Columbia's role in the world-cultural survey concluded in 1982, Mr. Lomax has continued to collect ethnographic materials. In 1989, he joined Hunter College of the City University of New York and established the Association for Cultural Equity to give others access to the results of his research.

Mr. Lomax sees "Global Jukebox," which makes his data available on a desktop computer, as the first step toward that goal.

The Columbia project produced 200 volumes of computer printouts, which are now stacked in Mr. Lomax's laboratory at Hunter. Each time he wants to write an article or book, he says, he has to search through those stacks.

"Today, we have on computer in prototype this whole experiment," he says. "This is the world's most beautiful way to study correlations. We can teach the machine to hunt for us."

Exploring 'Human Songs'

"Global Jukebox" is being developed on an Apple Macintosh IIx with CD-ROM and videodisk players. The system is based on "HyperCard," a data-management program in which information is arranged in "stacks" like

cards. A "MacRecorder" digitizes songs, which are then edited for inclusion in the system.

Mr. Lomax has selected 4,000 songs and 1,000 dances from a representative sample of cultures to include in the system's data base. "We can get between 400 and 500 songs on compact disks and 300 to 400 dances on double-sided videodisks," he says. Right now, the prototype includes about 200 musical examples and 100 dances.

"We have stored enough performances to demonstrate the main features of the finished 'Jukebox,'" he says. "It lets a listener explore the main regions of human song, see their distinctive characteristics, and get an overview of music and dance in cultural settings."

'A Delightful Pastime'

Early this year, the National Science Foundation gave the association a two-year grant of almost \$1-million to complete "Global Jukebox" so it would be available to academic institutions, museums, schools, and libraries.

Mr. Lomax says that "Global Jukebox" could be used for research and for teaching cultural anthropology, geography, linguistics, the performing arts, and other topics. "It can interest students in where everybody is, who everybody is, and what happened to them," he continues. "It can make the teaching of human geography into a delightful pastime."

Mr. Lomax says he hopes "Global Jukebox" will encourage people of all races to preserve their cultures by showing them that their roots are deep in the past.

"An African American can discover the age-old African roots of his music, or a Kentucky mountaineer can trace his ballads back to Northwest Europe," he says. "To see that their past goes back to the beginnings of civilization will make people feel very different about themselves."

Information Technology

LIBRARIES

- Data base will offer text and graphics from chemical journals
- Librarians are said to use Internet mostly for electronic mail
- 3 colleges share their library catalogs on one compact disk

Beginning next month, chemistry professors and students at Cornell University will start testing an experimental computer data base containing both full text and graphics from chemical journals.

The Online Computer Library Center, which is developing an interface for the data base, has installed a prototype with 8,000 articles in Cornell's Albert R. Mann Library. The center expects to have a "shake-down" system of 12,000 articles with equations and tables, representing one year of publication for each journal, ready by mid-June, according to Stuart Weibel, a senior research specialist at OCLC.

"Our goal is an electronic-library facility that will bring up a large corpus of scholarly journals in electronic form so the faculty can have access to them from their desktops," he says. "This will be a model for putting up journal information."

The data base, a product of the Chemical On-Line Retrieval Experiment, or CORE, is a collaborative venture of the American Chemical Society and Chemical Abstracts Inc., which are providing the journals in electronic format. Bellcore Inc., which is conducting research on interfaces, and Cornell and OCLC.

When it is finished, probably next fall, the data base will include the contents of 20 publications dating to 1982, or nearly 250 journals per year, says Mr. Weibel. "Within the next three to four months, we want to work out the bugs and learn how faculty members and students use the data base and what other facilities they need."

Although the data base was developed on Sun workstations, it should run on any system, Mr. Weibel says.

For more information, contact Mr. Weibel, Online Computer Library Center, 6565 Frantz Road, Dublin, Ohio 43017; (614) 764-6081; stu@rsch.oclc.org.

Special librarians use the Internet for electronic mail more than for anything else.

A report, published last month on the network, said 93 per cent of librarians carried on individual conversations on the network, while 60 per cent participated in discussion groups. Fewer than 40 per cent searched remote data bases, such as library catalogs, or sent files back and forth.

"It's the human-human linkages that are important," wrote the report's authors, Sharyn J. Ladner, business librarian at the University of Miami, and Hope N. Tillman, director of libraries at Babson College.

The report, called "How Special Librarians Really Use the Internet," is based on information from a questionnaire completed last year by 54 librarians who responded to a request for participants on

Bitnet and the Internet. About 65 per cent were academic librarians, and 59 per cent of those worked in science and technology collections.

"The participants in our study tell us something that we may have forgotten in our infatuation with the new forms of information made available through the Internet, and that is their need for community," the authors wrote.

"Special librarians tend to be

isolated in the workplace—the only one in their subject specialty," the report said. "Time and time again, our respondents expressed this need to talk to someone—to learn what is going on in their profession, to bounce ideas off others, to obtain information from people, not machines."

For more information on findings from the survey, contact Ms. Ladner, Otto G. Richter Library, University of Miami, University

Station, Coral Gables, Fla. 33124; (305) 284-4067; MLADNER@UMIA-MI.R.MIAMI.EDU.

In an effort to save money, three small liberal-arts colleges in Illinois are making their library catalogs available to each other on a single compact disk.

The colleges—Black Hawk, Carl Sandburg, and Spoon River—are converting their paper records to machine-readable format. At the end of June, when the conversion should be complete, the catalogs will be combined on a CD-ROM. The records will be available to the public in the colleges' libraries.

"Individually, we don't have a lot of money or a lot of population," says Frederick Visel, dean

of library-resource services at Carl Sandburg College. "We thought if we three worked together, we could make our dollars go further."

Mr. Visel says many colleges incur telecommunications charges when they use electronic networks to search catalogs at other institutions. The Illinois colleges will avoid such charges because the compact disk will not be on line.

Users will search their own college's catalog first, says Mr. Visel. If a book or journal is not there, then they will search the other catalogs. Materials will be available by interlibrary loan.

For more information, contact Mr. Visel, Carl Sandburg College, 2232 South Lake Shore Road, Galesburg, Ill. 61401; (309) 344-2518.

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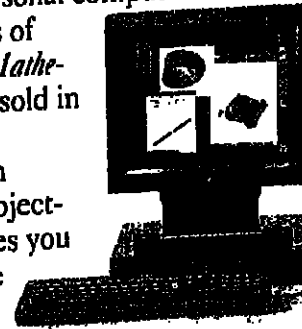
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The following list of computer software has been compiled from information provided by the publishers or by companies marketing the programs. Prices are subject to change without notice. For information about specific applications and hardware requirements, contact the companies directly.

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Architecture. "Basic Site Analysis Tutorial," for Apple Macintosh. Requires "HyperCard." Introduces students to the overlay approach, the concept of relating natural and human factors in the early stages of site design. \$29; quantity discounts available. Contact: Information, Department of Architecture, Box 1530, Santa Barbara, CA 93116-1530; (800) 346-8355 or (805) 685-2100.

Economics. "ARCONITRO: Computer Aided Instruction for Introductory Economics," for Apple Macintosh. Requires "HyperCard." Interactive program helps students understand basic economic principles, explains concepts step by step and illustrates them with words, numbers, and graphs. \$55; quantity discounts available. Contact: Information, Department of Economics, Box 1530, Santa Barbara, CA 93116-1530; (800) 346-8355 or (805) 685-2100.

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Foreign languages. "Mac Second Language," for Apple Macintosh. Requires voice digitizer. Lets students of English as a second language create their own lessons; students repeat exercises, comparing their speech with that of the instructor. \$32; quantity discounts available. Contact: Information, Department of Languages, Box 1530, Santa Barbara, CA 93116-1530; (800) 346-8355 or (805) 685-2100.

Language. "EasyTerms," for IBM PC and compatibles. Defines key words and terms in 10 academic subjects, including anatomy and physiology, biological sciences, business and management, computers and data processing, ecology and environmental science, general biology, genetics, microbiology, nutrition, and psychology. \$23.50 each; quantity discounts available. Contact: Laser Inc., Section 01, Box 2034, Centerville, VA 22020; (703) 968-9800.

Mathematics. "MATHELOT," for IBM PC and compatibles. Helps engineers and scientists calculate and plot Fourier spectra and Bessel functions, as well as plot and compare a specified function with a data set; allows up to 200 data points to be entered for calculating simple statistical parameters, fitting least-square polynomials, and calculating a Fourier series of a periodic function; displaying results graphically and numerically. \$53.45; site licenses available. Contact: Academic Software Library, Campus Box 8202, North Carolina State University, Raleigh, N.C. 27695-8202; (800) 955-8275 or (919) 515-7447.

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Philosophy. "Locke: An Essay Concerning Human Understanding," for

Apple Macintosh or IBM PC and compatibles. Contains John Locke's philosophical texts in ASCII format; \$95; site licenses available. Contact: Electronic Publishing, Oxford University Press, 200 Madison Avenue, New York 10016; (212) 679-7300, ext. 7370.

Statistics. "Imputation Module for statistics IV," for IBM microcomputers and mainframes. Provides complex sampling and imputation tools for medium and large data sets in an integrated data-management system. \$500. Contact: Institute for Social Research, University of Michigan, Box 1248, Ann Arbor, Mich. 48106; (313) 764-4417.

Utilities. "Mariner Home," for Apple Macintosh. Lets users create their own all-purpose working environment by setting up icons to use for program and file selection; offers protected access to facilitate file management and reduce risk of hard-drive disorganization; includes applications for special education or learning-disabled students; \$42; quantity discounts available. Contact: Information, Department of Education, Box 1530, Santa Barbara, CA 93116-1530; (800) 346-8355 or (805) 685-2100.

OPTICAL DISKS

Animal husbandry. "BLAFLO," for CD-ROM players used with Apple Macintosh and IBM PC and compatibles. Directory to information about animal breeding and nutrition, and dairy science and technology; contains 340,000 abstracts and citations produced by CAB International since 1973 from publications in the field; \$5,000 for full set; \$1,900 for annual update. Contact: SilverPlatter Information Inc., 100 River Ridge Drive, Norwood, Mass. 02062-5026; (800) 343-0064 or (617) 769-2599.

Animal husbandry. "VETCO," for CD-ROM players used with Apple Macintosh and IBM PC and compatibles. Contains 300,000 abstracts and citations published over the last 18 years in *Index Veterinarius* and *Veterinary Bulletin*, as well as records in protozoology, mycology, helminthology, and applied entomology; \$7,000 for full set; \$2,500 for annual update. Contact: SilverPlatter Information Inc., 100 River Ridge Drive, Norwood, Mass. 02062-5026; (800) 343-0064 or (617) 769-2599.

Medicine. "Histology of the Gastrointestinal System," for videodisk players used with IBM PC and compatibles. "Part One: The Gastrointestinal Tract From Mouth to Anus" takes students through the GI tract; includes mucosa, submucosa, muscularis externa, and the outermost layer; "Part Two: The Accessory Glands" takes students through the histology of the accessory glands in the GI tract, including liver, pancreas, and salivary glands; \$910 each for members; \$1,300 each for others. Contact: Health Sciences Consortium, 201 Silver Cedar Court, Chapel Hill, N.C. 27514-1517; (919) 942-8731.

Psychology. "PSYDEX," for CD-ROM players used with Apple Macintosh and IBM PC and compatibles. Contains 65,000 records on psychology from 1977 to the present, including journal articles, books, chapters, reports, and dissertations from Austria, Germany, and Switzerland; compiled by the German Center for Documentation and Information in Psychology at the University of Trier; lets users search in German or English; \$995; updated semiannually. Contact: SilverPlatter Information Inc., 100 River Ridge Drive, Norwood, Mass. 02062-5026; (800) 343-0064 or (617) 769-2599.

Speech. "Constructing Speaking Outlines," for videodisk players used with Apple Macintosh. Tutorial provides drill in constructing conventional subject outlines and outlines for speeches; \$500. Contact: Oral Communication Program, Radford University, Box 6932, Radford, Va. 24142; (703) 831-5750.

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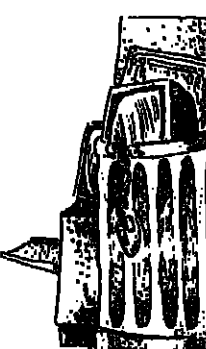
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Section 2

May 13, 1992

OPINION

Combating Intentional Bigotry and Inadvertently Racist Acts

By Fletcher A. Blanchard

WHAT YOU SAY about racial discrimination matters: Your vocal opinions affect what others think and say. A series of experiments that I and my students and colleagues conducted demonstrate that racial prejudice is much more malleable than many researchers, policy makers, and educational leaders believe. In the wake of the verdict in the case of four Los Angeles policemen accused of beating Rodney King and the violence that followed it, the search for ways to lessen the devastating consequences of racism in America has intensified. If we understand that simply overhearing others condemn or condone racial harassment dramatically affects people's reactions to racism, we may be able to help find solutions to tensions and bigotry—both on campuses and in the larger society.

In the experiments we conducted, the first two of which are described in an article in *Psychological Science* (March,

1991), we briefly interviewed students as they walked between classes. In some portions of the experiment, the interviewer also stopped a second person, ostensibly another student but in reality a member of the research team, who offered her programmed opinions first. After hearing someone else condemn racism, college students expressed anti-racist sentiments much more strongly than those who heard someone express equivocal views. However, students who first heard someone condone racism then voiced views that reflected strong acceptance of racism.

THE LARGE DIFFERENCES that we observed appeared both when research participants spoke their views publicly and when we measured their opinions more anonymously by asking them to complete a questionnaire and return it to the researcher in a sealed envelope. The elasticity of privately held views regarding racism appears to reveal a lack

of knowledge about the nature of racism and uncertainty about how institutions and individuals might appropriately respond to expressions of racism.

SUSPECT that one of the reasons that opinions about racism are so easily influenced derives from the high level of racial segregation that still characterizes contemporary American society. Indeed, one wonders just how much people's ignorance about racism and lack of contact with other races contributed to the verdict in the King case. Although a recent survey by People for the American Way indicated that many young Americans say they have a friend of another race, most still know little about other racial and ethnic groups.

Public-opinion polls over the last several decades portray largely favorable trends regarding whites' attitudes toward African Americans, but those attitudes and opin-

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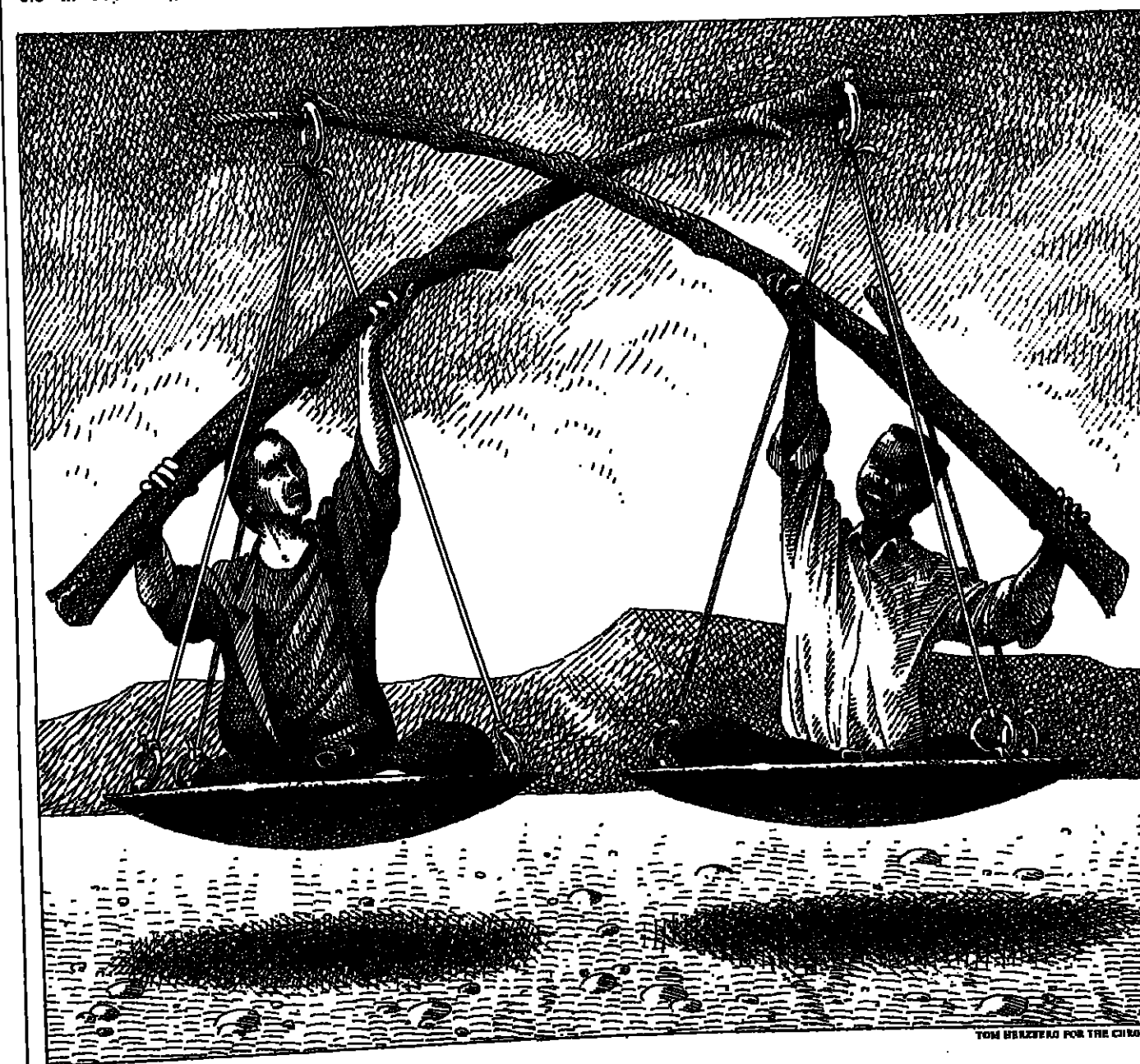
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Combating Intentional Bigotry and Inadvertently Racist Acts

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 Few white college students have grown up in integrated neighborhoods, attended schools with integrated classrooms, or observed their parents interact in a friendly manner with people of color.

Even fewer of the white students entering college today have had the chance to learn from black teachers, work for black employers, or participate in voluntary activities and organizations where the adult leaders, coaches, or advisers were black. America's campuses constitute the first multiracial social setting encountered by many young people.

As a result, few of the many whites who have reached an honest commitment to egalitarian values have had the opportunity to acquire the full range of interpersonal skills, sensibilities, and knowledge that might allow them to fulfill that commitment. Few, for example, have vicariously experienced the pain felt by a friend who has suffered racial harassment. Few have discovered the ways that everyday language may communicate disrespect for a particular group. Thus the elasticity of reactions to racism appears to reflect the uncertainty that the inexperienced, but well-intentioned, bring to their first interracial setting.

ALTHOUGH there has been an alarming increase in racial harassment on campuses and in society at large, the results of opinion polls showing a trend toward more egalitarian racial attitudes among Americans make it difficult to attribute the racist attacks to any increase in racial prejudice among the many. Instead, much of the harassment should be understood to represent open hostility expressed by the strongly prejudiced few. Efforts to reduce racial harassment and enhance tolerance must acknowledge the many who are naive, inexperienced, and often well-intentioned, on the one hand, and the few who are genuinely mean spirited, on the other. Strategies that are effective for one group may be less so for the other.

Many colleges and universities are responding to the current wave of racist attacks by creating policies that attempt to define and regulate racial harassment. However, none of the new codes of conduct acknowledges the important differences between the intentional behavior of the committed bigot and the inadvertent behavior of the profoundly inexperienced.

The least controversial variety of code, aimed squarely at the committed bigot, borrows language from federal and state civil-rights statutes and anti-harassment

regulations. By narrowly framing the boundaries of unacceptable behavior, this approach provides a basis for punishing some behavior of the mean-spirited few.

UNFORTUNATELY, the federal and state regulations that define and bar racial harassment are neither as articulate nor as encompassing as those governing sexual harassment. Until state and federal rules barring racial harassment recognize how seemingly less-odious behaviors can accumulate to produce an atmosphere of intimidation, codes of conduct that rely on them will restrain only the most flagrant forms of attack.

A second approach to regulating racial harassment, aimed squarely at the well-intentioned many, consists of urging civility. Instead of defining the limits of propriety and barring behavior that oversteps those bounds, civility codes encourage general tolerance and acceptance, leaving it to administrators and adjudicating bodies to apply the rules to particular instances of unacceptable behavior.

These policies rarely offer the specific

tention. Some of the opposition has been raised by those who would safeguard the use of racial epithets under the guise of defending First Amendment freedoms. Other opponents have resorted to ridicule and name calling, perhaps to avoid acknowledging the prevalence of racial harassment and bias in our society. The principled portions of the discussion undoubtedly have enhanced both our understanding of the boundaries of free speech and of the causes of contemporary racism.

The principal virtue of all of the codes I have outlined is that each encourages consensus regarding proper conduct. It is this consensus—the shared sense of what is right and what is wrong—that steers social behavior much more effectively than mere rules and regulations. Articulate codes that are widely distributed and discussed can contribute to a consensus that rejects bigotry.

No one of these three strategies for regulating racism is complete, however. The most effective policies must combine elements of all three approaches. The best policies must proscribe illegal racial har-

"Programs that foster the early formation of strong interracial friendships will contribute most to intergroup understanding."



guidance required by those inexperienced with racism. Little controversy follows the promulgation of such codes. Rather, it more often attends their application to particular instances of objectionable behavior—behavior that falls somewhere between civility and clearly illegal harassment.

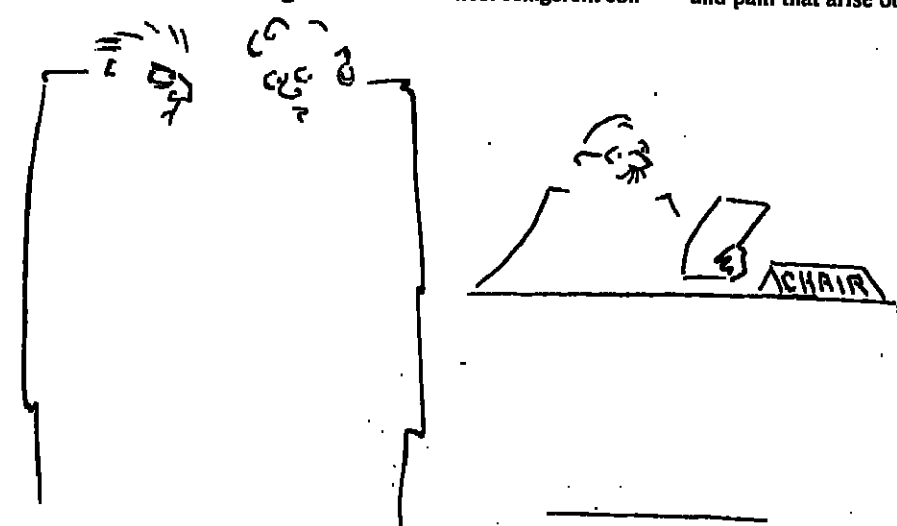
A third variety of code attempts to define and forbid a much broader range of impropriety than currently is addressed by federal and most state regulations. The prohibitions often embrace both the intentional behavior of the committed bigot and the careless behavior of those inexperienced with interracial contacts. Although both classes of behavior cause harm, the new policies fail to acknowledge the different motivations of the actors, and thus the need for different remedies.

Most important, it is difficult to write such codes so that they enhance freedom from discrimination but also preserve the broader freedom of speech. These are the policies that have generated the most interesting debate and the most belligerent con-

assment, thereby providing punishment for the mean-spirited few, as well as prescribe expectations for tolerance and respect, thereby providing guidance for the inexperienced many. The best policies also will step beyond the boundaries of current statutes, recognizing, for example, that racial epithets directed at individuals are intolerable in humane society.

Linking codes of conduct with statements of academic mission, effective policies signal a strong institutional commitment to the protection of civil rights. Yet no code of conduct, no matter how comprehensively it is framed, can create by itself the sort of accepting and respectful communities that we need.

Other forms of attention to the discriminatory consequences of behavior are required if colleges and universities are to become the sort of educational settings where everyone can thrive. The fact that people of color often find themselves numerically underrepresented in academic institutions exaggerates the discomfort and pain that arise out of insensitive acts.



"Ask him for it now. He just got the funds for the academic year, and he's still under the illusion that we'll come out ahead."

VS HIXSON

VIVIAN SCOTT HIXSON

Consider an organization in which 10 percent of the people are black and 90 percent are white. Imagine a department of that organization in which 10 people work, nine of whom are white and one of whom is black. Imagine further that all nine of the whites perceive themselves to be unprejudiced and have adopted a genuine commitment to egalitarian values. If each of those well-intentioned whites makes only one insensitive "mistake" a month, the one black target of the nine naive whites would experience, on average, some hurtful and isolating behavior every third day.

The well-intentioned white is aware of only one insensitive event over the last month—if, in fact, he or she has been informed of that lapse. But the personal experience of the person of color reflects a high rate of discriminatory behavior. Reduce the proportion of African Americans or add an intentional racist and the resulting setting becomes even more intolerable. This imbalance in perceptions of the rate of discrimination and insensitivity exacerbates the potential for misunderstanding.

Until college students bring with them from high school more extensive experience with interracial interaction, massive commitments to remedial education and training will be required to reduce the rate of unintentional harm caused by these "interracially incompetent" people. I suspect that the best educational techniques will take advantage of the positive motivation to "do the right thing" that characterizes most entering students—by emphasizing vivid and concrete examples of the hurtful and harmful behavior of the naive. One-shot "workshops" presented during first-year orientation probably will not be sufficient. Rather, activities or programs that foster the early formation of strong interracial friendships will contribute most to intergroup understanding.

UNTHINKING students mirror the behaviors that reflect their egalitarian commitments, we must maintain havens for minority students that protect them from intentional harassment and naive disrespect, including cultural centers and organizations for particular minority groups. By also introducing programs and activities that foster formation of strong interracial friendships, it may be possible, over time, to reduce the need for safe havens.

It is solid interracial friendships that help insulate targets of harassment from the most devastating consequences of anonymous racist attacks and exaggerated feelings of isolation. Such friendships also will provide the basis for the sort of interracial learning that has been absent from the experience of many who enter college today.

The research that I described at the outset suggests that each of us can affect others' concern for eliminating racism by taking strong public stands condemning bigotry on campuses. Just as anti-smoking attitudes among non-smokers eventually led to regulations banning smoking in public places, a broad consensus that eschews bigotry surely can reduce the display of intentional bias and inadvertent discriminatory behavior on campuses.

Our research suggests that no one need wait for administrators to take the lead. Each of us can influence each other by criticizing the willful bigotry of the mean-spirited few and gently guiding the well-intentioned efforts of the inexperienced many.

Fletcher A. Blanchard is a professor of psychology at Smith College.

OPINION

LETTERS TO THE EDITOR

The 'Politicization' of the Humanities Endowment

TO THE EDITOR:
 Pardon me, but did I read the article on the politicization of the National Endowment for the Humanities correctly ("Chairman of Humanities Fund Has Politicized Grants Process, Critics Charge," April 22)? One scholar complained of being "tamed down because, after serious deliberation, four of five peer panelists refused to put his proposal in the highest category. (When abandoned by your peers, cry 'politics.')"

Another person "suspects that ideology played a role" in the rejection of her application when only two of the five panelists who reviewed her proposal gave it top grades. (Yep, politics for sure!)

And are we asked to take seriously the lament that their proposals were reviewed by panels containing scholars who didn't go along with the politics of the proposers? Astounding! For all the talk about "diversity" these days, I guess our colleagues would prefer not to see it on peer panels.

Give us a break! I worked at the endowment for seven years and was its acting chairman for almost a year and a half. During that time, given the money at our disposal, in many programs we could fund only those grants that received the highest ratings all around. To dip down lower would have meant cutting out projects that everyone, unanimously, thought were excellent. Sure, people conveniently cried politics when they were rejected, and those of us in executive positions were called everything from fascists to communists, depending on the ideology of the proposer. I'm sorry to see that, in academic life, nothing has changed.

Nonetheless, I think the record should show that equality reigns all around. We recently put in a proposal to work with high-school teachers on classics of Western literature. It was rejected. Why? You guessed it—according to one reviewer we didn't spend enough time discussing the merits of contemporary literary theory and our authors were predominantly male and European. So maybe I should accuse the endowment of left-wing politics?

Allow me to suggest to my colleagues in the academy that if you want to pick on those who have polit-

icized education with their thoughtless ideology, look around you, closer to home.

JOHN AGRESTO
 President
 St. John's College
 Santa Fe, N.M.

TO THE EDITOR:

Stephen Burd is to be congratulated for his chilling account of the Stalinization of the National Endowment for the Humanities. Many liberal academics have heard these reports—of blacklisted scholars whose names cannot appear on grant applications, of peer-review panels whose recommendations have been subverted by ultraconservative "plants," and, most alarmingly, of what former NEH staffers call Lynne V. Cheney's "reputation for seeking to punish those who disagree with her publicly." But not until *The Chronicle* compiled its evidence of political corruption at the NEH did most of the scholarly community have reason to believe that those reports may be all too true.

It is clear that the Bush Administration's increasingly conservative constituency is very happy with Ms. Cheney's strong-arm tactics; as *The Chronicle* notes, Irving Kristol, neo-conservatism's prime mover-and-shaker, is now proposing that Cheney be appointed to head the National Endowment for the Arts, as well. Should this happen, we can be sure that the federal government will eventually fund no art or scholarship that does not meet the approval of Pat Buchanan, Sen. Jesse Helms, or Donald Wildmon. The question is whether we want the NEH and NEA to be legitimate granting agencies or two more funding-and-enforcement wings of America's conservative moral guardians.

Ms. Cheney has treated the NEH as George Bush has treated the federal judiciary—as a political pliant to be awarded to loyal supporters, our fanatics, friends, and cronies. The reports cited in *The Chronicle's* exposé are clearly worthy of Congressional investigation. In the meantime, liberal and non-partisan American scholars should be concerned that they may be wasting their time serving as peer reviewers for NEH proposals. If scholars like the Rev. Joseph A. Appleyard and William H.

Sewell can propose projects that win strong, unanimous praise from their outside reviewers, only to have their projects torpedoed by one of Cheney's hand-picked panelists, then the entire process of peer review is being undermined at the NEH. No serious scholar should approve of such a state of affairs; no democracy should tolerate it.

Scholars in the humanities—liberal, conservative, and unaligned—who have a sincere interest in the federal government's role in the arts and humanities should demand that the NEH explain itself without delay, either to the community of scholars in American education or to the Senate Committee on Labor and Human Resources.

MICHAEL BERUBE
 Assistant Professor of English
 University of Illinois at Urbana-Champaign
 Urbana, Ill.

TO THE EDITOR:

Stephen Burd... refers to my participation in the peer-review process of Professor Jerome B. Karabel's proposal in 1989 at the National Endowment for the Humanities' Interpretive Research Division.

I did take serious intellectual and scholarly issue with Professor Karabel's proposal. However, his assertions of a conflict of interest are without foundation. They do raise a novel definition of the term, namely that any applicant for an academic position who is not offered that position or not placed on a short list should not be permitted to evaluate grant proposals by members of departments to which the unsuccessful application was made.

Such a restriction should logically be extended to mean that anyone who has not received an offer from a department in which an applicant is working, at any time at all, should not be permitted to evaluate the grant applications of that applicant. Conversely, only scholars who have either never applied to a department in which a grant applicant works, or who have applied and been offered a position in which the applicant was working at the time, should be permitted to evaluate the applicant's proposals.

This definition of conflict of interest would eliminate a huge number of potential scholars as evaluators, in-

cluding scholars in the same field highly qualified to evaluate work in the field.... Such a restriction of the field of potential evaluators is not presumably the direction in which advocates of diversity and anti-elitism would like to see the NEH move.

In this particular case, Professor Karabel presents a difference of scholarly judgment as a conflict of interest. If there was a conflict of interest, it was between, on the one hand, my interest as a non-tenured scholar in offering a positive assessment of the proposal of a tenured and influential scholar, and, on the other, my belief that the proposal was flawed. I stuck by my intellectual convictions against my immediate professional interest.

In fact, the process of peer review at the NEH is a public, not a confidential, one. Applicants can use the Federal Register to find the names of panelists and the Freedom of Information Act to acquire relevant documentation. Even when decisions are easy and panelists are unanimous, the overwhelming percentage of applications will be rejected.

Scholars who do not have tenure, and/or do not want to antagonize powerful members of their own discipline should consider the risks of professional retaliation they run when they agree to be NEH panelists. Panels composed only of tenured faculty may defend professional orthodoxies rather than critically evaluate proposals from within the ranks, while non-tenured panelists may be tempted into intellectual corruption by seeking to reward senior members of their own disciplines. Ultimately, the integrity of individual scholars is essential for resolving sometimes conflicting demands for democratization of peer review and scholarly autonomy of reviewers.

It was my judgments, not my interests, which angered Professor Karabel. Had I to do it over again, I would make the same judgments.

JEFFREY HERP
 Research Fellow
 German Historical Institute
 Washington

Questioning the nature of 'independent thought'

TO THE EDITOR:

In his attack on multiculturalism in the April 8 Opinion piece ("Politics and Liberal Education"), Cornell W. Clayton writes: "Many non-Western and traditional cultures would object to these traits [critical thinking and intellectual independence]."

The hallmark of an educated person in such cultures might be the mastery of a sacred text, familiarity with an oral tradition, or establishment of an inner relationship with one's creator. Only a handful of societies, most of them Western, prize critical and independent thought."

Beyond the wishful thinking inherent in such a statement (try selling it to Socrates, Galileo, and Malcolm X), the incredible ignorance and ethnocentrism it displays do nothing if not provide justification for multicultural education. What does he mean by critical and independent thought? Only that thought possessed by educated elites in liberal democracies, evidently....

If we look at societies that encourage not just independent thought but independent action, then many non-Western societies fare far better than Western societies. Tolerance of difference is a hallmark of many non-Western societies. Even an independent thinker and historical actor like Roger Williams praised the Pequot and Narragansett Indians for

their "modest Religious persuasion not to disturb any man, either themselves English, Dutch, or any in their Conscience, and worship...."

Unfortunately, this was a modesty Williams did not share, as one of his major life ambitions was to persuade Native Americans of the evil of their religion and convert them to Christianity.

In a type of hypocrisy fundamental to Western civilization, Clayton tol-



erates independent thought only when it advances the interests of liberal democracy. This "critical thinker" evaluates non-Western societies from the biased perspective of modern liberalism and concludes that they are "illiberal."

This is the kind of "critical and independent thought" he would have control college curriculum.

THOMAS ZITT
 Graduate Fellow
 in American Culture Studies
 Bowling Green State University
 Bowling Green, Ohio

Faculty productivity: a matter of perspective

TO THE EDITOR:

Your front-page story "Colleges Face New Pressure to Increase Faculty Productivity," (April 15) is right on. As a college instructor for 12 years, 10 of them as adjunct faculty, I totally agree: More pressure on college faculty is definitely needed.

I've taught as many as eight classes in a semester, never less than three, as a part-timer with no benefits and low pay to boot. It irks me considerably to see tenured professors teaching three or fewer classes, and then, often complaining about teaching. It irks me to see tenured teachers do such abysmal work in the classroom, then turn around and get published, using research as the excuse for poor instruction and higher pay.

I recently had a university professor proclaim that "research informs teaching." Poppycock! From my observations, research generally hides poor instruction.

Get the poor teachers out of the profession. Let's have:

1. Tenured faculty reviewed annually, more for teaching effectiveness, less for articles published.
2. Regular classroom review of all college instructors by non-department faculty.
3. A minimum four courses per semester assigned to tenured faculty, three for non-tenured.
4. Periodic refresher courses in methods of teaching for all tenured professors regardless of evaluations.

It is hardly surprising to this ob-

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"It's a completely integrated workstation—imaging, graphics, sound, and over here on the side, a microwave oven."

SIDNEY HARRIS

Letters to the Editor

Continued From Preceding Page
 server that "no solid data appear to exist on trends in workloads." Too many college faculty like the lifestyle, not teaching; why make waves?

If these sentiments are too strong for the more empirically minded teaching brethren, perhaps more "value added" lawsuits by former students would add impetus. Let's rid the profession of inept performers who hide behind research, dislike teaching, but are able to get by with less work.

Signed by a teacher, first, always, and proud to be, and with evaluations to prove it!

Ben TUBIA
 Doctoral Student in Communications
 University of Tennessee
 Knoxville, Tenn.

TO THE EDITOR:

The article . . . on pressures to increase faculty productivity is diverting not so much for the very real concerns of state legislators as for the time responses given by university administrators. Apparently, our universities are ensnared in a set of 19th-century categories in which teaching, research, and public service . . . are seen as making discrete and incompatible demands on faculty time.

We need to break out of these outmoded categories and to create universities that are *learning* institutions. Instead of responding to legislators by increasing the number of contact hours or unit loads, or by "formal, ongoing monitoring" of faculty activities, we should be transforming our institutions into places where everyone learns. Why can we not have more undergraduate participation in ongoing research and service activities? Why can't we send our sociology students into the community to find out about housing conditions of the poor? Why can't we send our biology students into private research and development laboratories? Why can't we send our business students into the world of business? Why can't we send our literature students to read poetry aloud at public libraries? Why can't we send ethics students to hospices? Why can't our history students write histories of their communities? . . . Why can't we develop new and creative ways to make learning a lifelong activity for everyone rather than one that is confined behind the walls of the academy?

In short, why can't we eradicate

the notion that learning is only about taking classes? The classroom is probably the worst environment for learning most of what students need to prepare themselves for the 21st century. It gives people the erroneous idea that learning stops when degrees are conferred. Worse yet, it focuses on learning about what has already been done, rather than what needs to be done; about learning passively about what has been done, rather than learning actively about creating the future.

Furthermore, why can't our universities be institutions that learn? Must we be bound by an outmoded organizational structure that is backward looking? We, who should be in the forefront of institutional change, are bogged down in the quagmire of institutional rigidity, of hardening of the categories. Perhaps the pressure from state legislators and the universally tight budgets faced by public and private universities will be the catalyst needed to achieve real change.

If not, I fear that our universities will be overwhelmed by bureaucratic rules and absurd accounting systems that focus on the measure of productivity rather than its substance. Then we shall not even be worthy of the caricature painted by Umberto Eco (*Travels in Hyperreality: Essays*): "Nothing more closely resembles a monastery (lost in the countryside, walled, flanked by alien, barbarian hordes, inhabited by monks who have nothing to do with the world and devote themselves to their private researches) than an American university campus."

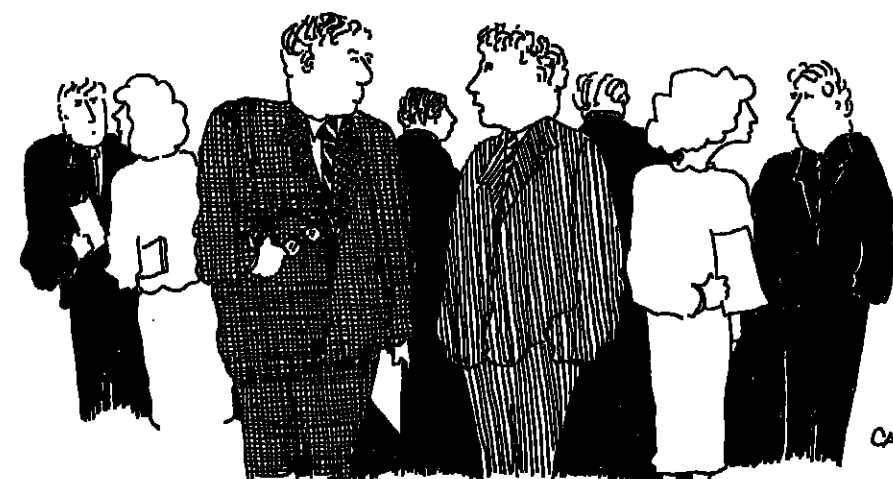
LAWRENCE BUSCH
 Professor of Sociology
 Michigan State University
 East Lansing, Mich.

TO THE EDITOR:

All of the incredible gulf we're hearing lately about "faculty productivity" has finally gotten to me. . . . The truth is, it's a non-issue, and I'm amazed that no one I've heard of—including *The Chronicle*—has, plainly and publicly, said so.

First, by no means all teaching takes place in a classroom, and everyone who's ever done any college teaching knows it. Let's, for the moment, leave aside the issue of *preparing* to go into a classroom and teach, even though everyone who's ever done any teaching knows how much time that takes.

Let's just talk about—what shall



THE CHRONICLE OF HIGHER EDUCATION

"Don't quote me. Out of context it might sound a bit Camille Pagliaish."

we call it?—tutoring? consulting? discussing? listening? talking on the phone with upset or desperate students? (I've had my phone ring near midnight, with a call from a student who badly needed to talk through a problem; and we did that. . . . Is that teaching? I think so. I also know that students' problems don't occur by the clock, and if they think it's important enough to call, then I wouldn't be much of a teacher if I refused to talk because it wasn't in "office hours"?)

I once spent more than half time for an entire academic year working with three students on their senior honors theses. I don't know how that would stack up on someone's index of productivity, but two of those students earned their degrees *summa cum laude* and one *magna cum laude* with highest department honors. They all turned out elegant, substantial pieces of work. Is this teaching? If it's not, we're all in deep trouble, because that's a lot of what professors do. . . .

The Chronicle quoted with what I felt was some skepticism an estimate that the average time college faculty spend in professional activities is about 45 to 50 hours weekly. So it should be: The professors with whom I'm acquainted spend 60-plus hours weekly on the average, every month of the year. We're not clock punchers, and we don't (like attorneys) keep time diaries divided into 10-minute intervals, because we're not worried about "billable hours."

What professors do and what widge makers do just . . . ain't comparable. I've never—never—known a professor who went into the profession to make money. If making money's what you're into, and you go into professing to do it, you're too damned dumb to be a professor. . . .

Perhaps Henry Rosovsky (whose signature, I recall, is on my doctoral diploma) is right: Maybe we've done a very poor job of explaining ourselves. And maybe I'm just naïve: I never thought there was anything to explain.

PIERCE BAKER
 Associate Professor of Psychology
 Jamestown College
 Jamestown, N.D.

National university is an outmoded idea

TO THE EDITOR:

Gov. Mario M. Cuomo's "new idea" for the Presidential campaign—"a great national university" (Ways and Means, April 8)—is neither new nor original with the Governor.

It is very old idea and has never been implemented for 56 very good reasons: the U.S. research universities that over time have been elected to membership in the Association of

American Universities. These 56 great national universities—the envy of the world—have rendered the idea of a capstone national university redundant and, in the current economic climate, an egregious waste of taxpayers' money.

The idea of a national university originated with George Washington, and it waxed and waned in the decades after his death. After the Civil War, however, the idea coalesced into a movement, championed by John W. Hoyt from 1869 until his death in 1912. . . . By the mid-1890's, Hoyt had put together a Committee of Four Hundred and claimed that the national university would now be financed by major philanthropic gifts rather than the public treasury. Support for the idea remained nominal rather than substantive, however. . . .

By 1898, Hoyt began working with the land-grant college association to suggest a national postgraduate university, but, again, the idea met with a tepid response.

Simply put, the idea of a capstone national university had outlived its usefulness. In the century following George Washington, the United States had given rise to a profusion of colleges, public and private. Indeed, the land-grant college presidents argued that their institutions had reified George Washington's national-university idea.

As one of them said in 1898: "Within these great national schools lies the germ of the national university. . . . Here we have not one institution but a great number of similar institutions with oneness of purpose." The national-university idea suffered a mortal wound 90 years ago. In view of the growth and diversity of American higher education, and the unparalleled responsiveness of colleges and universities to new student constituencies, the idea deserves to rest in peace.

ROGER L. WILLIAMS
 Assistant Vice-President
 Executive Director of University Relations
 Pennsylvania State University
 University Park, Pa.

Bryn Mawr denies receipt of directed funds

TO THE EDITOR:

Your April 15 article "College Projects That Received Congressional Earmarks" listed Bryn Mawr College as a recipient of directed federal money. Bryn Mawr College, in fact, has received none of the \$300,000 the U.S. Coast Guard gave for the New Jersey Marine Sciences Consortium to develop educational materials on fishing-vessel safety, nor has work been conducted on our campus, nor are we a subcontractor, nor are we working with any business or government agency on this project.

The large volume of letters to the editor of *The Chronicle* prompts this suggestion: Limit the length, where possible, to 500 words. In the competition for space, short letters must sometimes be given preference. Letters may be condensed.

Send them to: Letters to the Editor, *The Chronicle of Higher Education*, 1255 23rd Street, N.W., Washington 20037. Please include a daytime telephone number.

OPINION

THE ARTS

An AIDS Cantata That Is Part Hymn, Part Lullaby, Part Country Ballad

By Lawrence Blemiller
 CLAREMONT, CAL.

"NOBODY WAS READY for what happened next," a member of the Los Angeles Gay Men's Chorus says in Roger Bourland and John Hall's new cantata, *Hidden Legacies*.

"People started getting sick, people started dying," says the man, in a spoken preface to the second movement. "Nobody knew why. But when they found that it was mostly guys, it didn't much matter."

Hidden Legacies is an account of almost everything that "happened next" in the first decade of AIDS—an account rendered in music by Mr. Bourland, who teaches composition at the University of California at Los Angeles, and in words by Mr. Hall, director of UCLA's opera and musical-comedy workshops. Part hymn, part lullaby, part country ballad, the seven-movement cantata tells of fear and courage, of hospital vigils and street protests, of bittersweet farewells and staying on alone. In the end, it also becomes a symbol of the chorus's continuing struggle to cope, artistically and emotionally, with an epidemic that has already taken 70 of its members.

The spoken remembrances, which Mr. Hall culled from chorus members and inserted between movements, are among a number of elements that set *Hidden Legacies* apart from less adventurous cantatas. Mr. Bourland's blend of musical models is even more unusual, embracing traditions that range from those of the cloister and the campfire to those of the 20th-century concert hall and the Broadway stage.

More unusual still is the presentation that Mr. Hall persuaded the 165-member chorus to give *Hidden Legacies* in its three-performance premiere. Chorus members sang the first half of the contemporary-music program in black tie, but returned for the cantata dressed in black, gray, and white clothes of their own choosing—jeans and tank tops, cowboy hats and neckerchiefs, leather vests and chaps, sweatshirts and Spandex shorts.

The man who was so angry at the posters that he threatened a woman over the phone is responsible for that particular assault. Men who assault women are responsible for men's violence against women.

The man who was so angry at the posters that he threatened a woman over the phone is responsible for that particular assault. Men who assault women are responsible for men's violence against women.

—THE EDITOR

Women are not to blame for violence against them

TO THE EDITOR:

In the April 22 issue you stated that posters at Miami University in Oxford, Ohio, intended to raise consciousness about sexual harassment, "instead may have caused an assault" ("Posters detailing sexual assault bring backlash." In Brief). The posters did not cause the assault. Your statement is not only factually wrong, but also contributes, in however small a way, to the misperception that women are to blame for men's violence against them.

The man who was so angry at the posters that he threatened a woman over the phone is responsible for that particular assault. Men who assault women are responsible for men's violence against women, not the women who fight back, whether through posters or in courts or by physical resistance.

ELIZABETH LAMBERT
 Assistant Professor of English
 Westfield State College
 Westfield, Mass.

THE CANTATA OPENED with about half the members of the chorus facing away from the audience and raising their fists in defiance. Later, during the ballad-like "Left Behind," several couples danced a slow two-step while the rest of the chorus gathered in a semicircle around them; for the *a cappella* psalm "Give Us A Death Undiminished," the chorus formed a giant triangle on the risers. Those attending a performance at Pomona College here responded with tears and a lengthy ovation.

Hidden Legacies was commissioned by the chorus at the instigation of its artistic director, Jon Bailey, who is a professor of music at Pomona. The chorus received a \$15,000 grant from the Los Angeles Cultural Affairs Department to pay for the work, which has also been presented twice in the city—at UCLA and at the Wilmette Theater on Wilshire Boulevard. While audiences at all three performances seemed enthusias-



UCLA's Roger Bourland (left) and John Hall, who wrote an AIDS cantata for the Los Angeles Gay Men's Chorus: "I realized," Mr. Hall says, "that we really are talking to the survivors."

tic, two local music critics disliked the piece. Chris Pasles complained in the *Los Angeles Times* that Mr. Bourland's writing was "bunjal" and full of "pop music mod-clis," and that Mr. Hall's was "clumsy" and "unfocused."

Mr. Bailey disagrees, however, saying the cantata is "really a harbinger of where we're going" in contemporary composition. "Roger can write a classical piece," Mr. Bailey says, "but he also knows pop, country and western, and theater music." Mr. Bailey says that parts of *Hidden Legacies* are more technically sophisticated than they might seem, and that the four-synthesizer orchestration is unprecedented

in a choral work. But, he adds, "musically, the stuff is not so complex that you couldn't understand it—it's apprehendable very quickly."

MR. BAILEY chose Mr. Bourland for the commission at the suggestion of an acquaintance. Mr. Bourland, in turn, suggested Mr. Hall as lyricist because the two men were friends and had worked together before. Mr. Bailey says he asked for a piece that expressed the complex feelings of gay people who are part of "the AIDS generation" but that was also "uplifting," and that "showed how this community is the stronger for it."

Give Us a Death Undiminished

Give us a death undiminished
 by petty pains
 No time remains for selfish gains.
 Give us a death undiminished
 by who's to blame;
 Selective shame's a foolish game.
 So give us death with dignity;
 A final breath, infinity awaits,
 We're at the gates.
 And with our death please signify
 That we were here, no need to cry.
 Just look us in the eye.

"Give Us A Death Undiminished" is the third of seven movements in *Hidden Legacies* by Roger Bourland and John Hall. Copyright © 1992 by Roger Bourland and John Hall.

Mr. Hall began by reading up on the epidemic and by asking chorus members to contribute recollections. He also started jotting down comments he heard people make about AIDS. Mr. Hall says he tried to keep in mind "that writing lyrics is not the same as writing poetry—you're writing lines not to be heard and thought about but to be read and immediately responded to."

MR. HALL sent completed sections of his text to Mr. Bourland, who was in France during part of the process. Mr. Bourland faced his own questions about how to approach the cantata, and reached his own answers. He recalls, for instance, that he had "just learned to two-step, and it changed my life"—in addition to inspiring the country ballad that became "Left Behind."

"The piece was not a radical break for me," Mr. Bourland says, adding that he knows that "certain colleagues would want me to write something more austere, to get at the angst."

Mr. Bourland and Mr. Hall consulted regularly with Mr. Bailey, who suggested some revisions. What resulted, Mr. Hall says, is a piece in which "each movement is a little different in character."

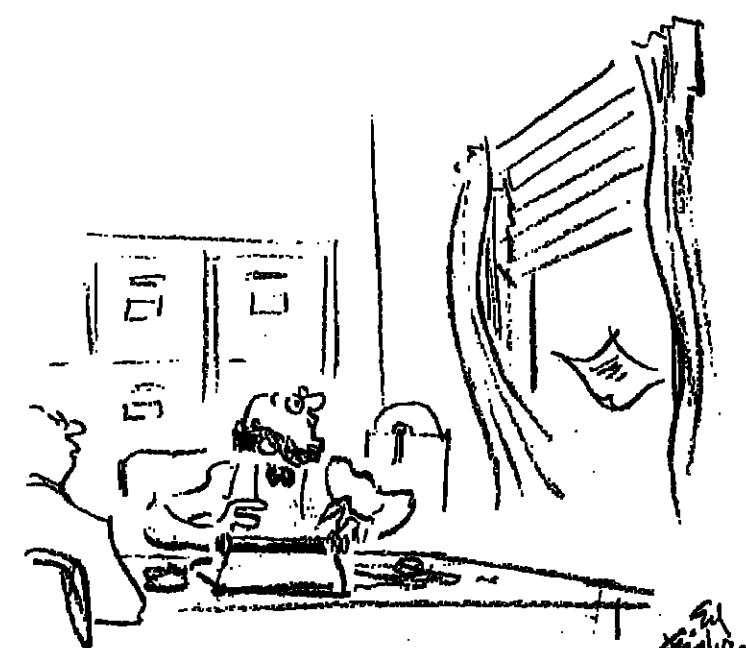
For instance: In the second movement, "The Nightmare," dark lines of melody underlie complaints about "selective invective" and "initials our public officials won't mention." The movement, which would challenge any chorus's diction but which nevertheless was presented flawlessly, ends with a fading repetition of "Silence equals death." The third movement, the psalm, makes a plea as eloquent musically as it is in words: "And with our death please signify/That we were here, no need to cry./Just look us in the eye."

The sixth movement, the lullaby, is perhaps the most emotional. It consists of a lover's last words to his dying companion, his "finest friend": "Can you leave if I tell you that it's time? . . . It's time for you to go." The last movement seeks to offer chorus and listener alike not solace, exactly, but a purpose. "We sing through the tears that fall on the page/Of notes that we see," the chorus says in lines whose melody becomes strong and uplifting. "We sing to keep from crying. . . . For our songs have changed us/Affirming life again."

Almost as soon as they were given copies of the cantata, Mr. Hall says, chorus members began responding to it: "Men would say to me, 'I read your lyrics to my therapy group'—or 'to my dying friend.' And I realized that we really are talking to the survivors."

Mr. Bailey says the piece has had "powerful and palpable" effect on everyone in the chorus. "At the first rehearsal, they just grabbed it and ran with it," he says. "And as we have grown into the piece, we've realized that this is our story."

"There were weeks when I could not get through that lullaby without crying," adds Mr. Bailey. "But as I told the chorus, our job is to help other people cry."



"Good God! My Doomsday scenario!"

THE CHRONICLE OF HIGHER EDUCATION



Faculty of Architecture

Lend Lease Chair of Urban Design

Reference No. 15/06

Applications are invited for the Lend Lease Chair of Urban Design, established in the Faculty of Architecture by the University, with the support of Lend Lease Corporation.

The person appointed to the Chair will be expected to provide academic leadership in teaching and research in the postgraduate program in urban design. The role of the Chair will be in the area of urban design theory and practice.

Consultancy work may be undertaken within the normal terms and conditions applying to academic positions; the appointee may be invited to consult to the Lend Lease Corporation, a major Australian development company. The appointment is available for a period of approximately two years commencing no later than February 1993.

Salary will be within the range A\$73,800 - A\$77,900. (Top of the range will not be available until 22 July 1992.)

Provision is also made for private consulting in accordance with the University's regulations. Assistance with relocation expenses will be provided. Further information about the position may be obtained from the Head of the Department of Architecture, Professor G. P. Webster on (012) 692 2771 or (012) 692 2471.

Further information is also available from the Association of Commonwealth Universities, 38 Gordon Square, London WC1H 0PF.

It is anticipated that interviews for the Chair will be held within three months of the closing date.

The University reserves the right to appoint by invitation and not to proceed with any appointment for financial or other reasons.

Closing: 11 June 1992

Faculty of Health Sciences

PROFESSOR/ASSOCIATE PROFESSOR IN OCCUPATIONAL THERAPY

Reference No. 15/01

Applications are invited for the position of Professor/Associate Professor in Occupational Therapy, Faculty of Health Sciences, The University of Sydney.

The University is seeking an outstanding scholar with proven research abilities in occupational therapy, capable of providing strong academic leadership, developing both existing and new programs, and contributing to the University's links with the community. It is expected that the appointee will have extensive knowledge of a broad range of areas of research and practice in occupational therapy. Applicants must be eligible for membership of a recognized occupational therapy professional association. An appointment at the level of Professor would be to the Foundation Chair of Occupational Therapy.

Associate Professor: Level D A\$60,475 - A\$66,825 p.a.
Professor: Level E A\$73,800 - A\$77,900 p.a.

*Top of salary level unavailable until July 1992.

Provision is also made for private consulting in accordance with the University's regulations. Assistance with relocation expenses will be provided. Further information may be obtained from the Dean, Faculty of Health Sciences, Professor Judith Kinney (012) 646 8444, Fax (012) 646 4033.

Further information is also available from the Association of Commonwealth Universities, 38 Gordon Square, London WC1H 0PF.

It is anticipated that interviews will be held within three months of the closing date. The University reserves the right to appoint by invitation and not to proceed with any appointment for financial or other reasons.

Closing: 3 July 1992

Method of application for Academic positions: (Four for Associate Professors and above) of the applications, quoting reference no., and including curriculum vitae, list of publications, and names, addresses and fax nos., of at least five and no more than ten referees.

Applications to be sent to: Assistant Registrar (Appointments) Staff Office (KOT) The University of Sydney, N.S.W. 2006 Australia by the above closing date.

Equal employment opportunity and no smoking in the workplace are University policies.

DEVELOPMENTAL STUDIES:

Assistant Professor, Reading/Language Arts

Academic year, non-tenure track position starting September 1, 1992. Earned master's degree in elementary education. Responsibilities include teaching developmental reading courses, teaching language arts methods courses, supervising field experiences K-12, and advising students. Candidates should have at least five years' experience teaching at the college and elementary school levels. Salary commensurate with experience and qualifications. Excellent fringe benefits. Send letter of application, resume, official transcripts of all college work and three current letters of reference to: Ms. Jan Wilkoff, Developmental Studies Department, Georgia College, P.O. 674, Milledgeville, GA 31061. Application deadline is May 15, 1992. Georgia College is an Affirmative Action, Equal Opportunity Employer.

Application deadline is June 5, 1992. AA EOE.

Behavioral Sciences: Position starts Fall 1992 at Utah Valley Community College in Orem, Utah. Requires a Ph.D. in Sociology plus one year of full-time, paid teaching or equivalent, or graduation from an accredited college with a master's degree in sociology plus two years of full-time, paid teaching. Clinical and/or research or community agency experience highly desirable. Application deadline is June 5, 1992. For application materials, contact: Personnel Services, (801) 222-8000, extension 8297. UVCC is an accredited community college serving 8,000 students. AA EOE.

Biological Education/Administration: Educational Director, California Association for Biological Education (CABE), non-profit organization. Carry out, manage and monitor bi-lingual educational projects, conferences and publications. Advanced degree. Travel involved. Southern California location. Year-round schedule. Application deadline June 15, 1992. Call (619) 491-6919 for complete job description. EOE.

Biotechnology: Tenure track position, Ph.D. preferred. Salary commensurate with degree and experience. Send letter of application, curriculum vitae, and three letters of recommendation to the Personnel Office, Southern California State University, Station A, Duran, Oklahoma 74701.

FACULTY POSITIONS

Reppahannock Community College is a two-campus institution serving a 13-county rural region east of Richmond, Virginia. The college seeks faculty to fill the following 9-month positions, effective August 16, 1992. Salary will be commensurate with experience but no less than \$23,859 for instructor rank or \$27,393 for Assistant Professor. 25% salary adjustment effective December 1, 1992. Benefits package included.

SOCIAL SCIENCE, Glenn Campus, Position #F0043. Teach in two of these disciplines: history, psychology, sociology, or political science. Advise students enrolled in degree programs. Develop course outlines, plan instructional strategies, and coordinate with other faculty members. Minimum qualifications: Master's degree in one of these fields; history, psychology, sociology, political science, or social science, and qualifications to teach in a second discipline. Eighteen gah required for each teaching field. Deadline: June 15.

HUMANITIES/FOREIGN LANGUAGE, Glenn Campus, Position #F0022. Teach courses in two of these fields: foreign language, humanities, English and speech. Advise students enrolled in degree programs. Develop course outlines, plan instructional strategies, and coordinate with other faculty members teaching in the humanities. Minimum qualifications: Master's degree in one of these fields: foreign language, humanities, English, and speech and qualifications to teach in a second discipline. Eighteen gah required for each teaching field. Deadline: June 15.

NURSING, Warren Campus, Position #F0054. Teach Fundamentals of Nursing and other offerings related to the Associate Degree RN Program. Responsible for advising freshman nursing students and for inventory and condition of campus laboratory. Minimum qualifications include a Bachelor's degree with major in nursing plus 2 years' related occupational experience. Teaching experience in Associate Degree nursing program preferred. Deadline: June 22.

BUSINESS, King George Site and Warren Campus, Position #F0055. Teach full range of accounting courses in Associate in Applied Science Degree in Business Management with specialization in Accounting and other Business courses. Duties include advising students, marketing, and articulation with local businesses and schools. Bachelor's degree required. Eighteen (18) gah in accounting or CPA and 2 years' related occupational experience required; additional teaching preferred. Deadline: June 24.

Positions may require teaching day, evening and cross campus classes. Commonwealth of Virginia Application Form and unofficial transcript must be received by 4:30 p.m. on deadline date listed. Submit to:

Reppahannock Community College
Central Personnel Office
P. O. Box 287, Glenn Campus
Glenn, VA 23149
804-788-8324, Ext. 228
EO/AA/M/F/D

Resumes will not substitute for a fully completed state application

UNIVERSITY OF MISSOURI-COLUMBIA COLLEGE OF EDUCATION

Department of Practical Arts and Vocational-Technical Education

Assistant Professor - Marketing Education

The MU College of Education invites applications and nominations for a tenure-track assistant professor with qualifications including an earned doctorate with graduate emphasis in marketing education and/or vocational education; background and experience preferred in teaching marketing education at secondary, postsecondary, and/or adult level.

Appointments: Tenure-track appointment to commence September 1, 1992. Duties: Teaching and advising undergraduate and graduate students in marketing education and vocational education; actively involved in research, publishing, and providing consultative services and instruction to high school and community college personnel; supervising student teachers and students enrolled in occupational internships; assisting with all phases of the pre-service and in-service marketing teacher education program.

Salary: Commensurate with experience.

Applicants should submit a letter of application; a resume of experience in teaching and/or research; a list of references; and a copy of their graduate education transcript. Send to:

Dr. Stella Ruhland, Chair, Search Committee
Department of Practical Arts and Vocational-Technical Education
University of Missouri-Columbia
202 Union Hall & Columbia, MO 65211
(314) 882-8119

Closing Date: Review of applications will begin May 22, 1992, and continue until position is filled.

The University of Missouri-Columbia is an Equal Opportunity, Affirmative Action Employer. Women and minorities are encouraged to apply.

Lebanon Valley College ACCOUNTING

One-year replacement position available for 1992-93 academic year beginning August, 1992. Teaching areas include financial accounting, cost accounting, intermediate accounting, and management accounting. Successful candidate must possess MBA, CPA, and have industry experience. Lebanon Valley College is a private, co-educational liberal arts institution located in Annville, PA close to Hershey and Harrisburg, PA. Send resume with references by June 15, 1992, to Dr. Sharon F. Clark, Chairperson, Department of Management, Lebanon Valley College, Annville, PA 17003.

An Affirmative Action, Equal Opportunity Employer.

Colleges: Savannah, Georgia 31419, AA EOE. Georgia is an Open Records Law State.

Biological Sciences/Demography: Population Biologist, Biological Sciences, Management of Biological Sciences. The Association of Biological Sciences at Idaho State University has a one-year track position which will be available for one to three years. Responsibilities include teaching the human reproduction and development sections of a large undergraduate course and the anatomy and physiology courses for health professions students.

Ph.D. required. Send letter of application, curriculum vitae, and three letters of recommendation to: Dr. Ronald K. Hays, Biology Department, Idaho State University, P.O. Box 1644, Moscow, ID 83843. Idaho State University is an AA/EEO. Georgia is an Open Records Law State.

Biological Assistant Professor: Call Idaho State University, P.O. Box 1644, Moscow, ID 83843. Send letter of application, curriculum vitae, and three letters of recommendation to: Dr. Ronald K. Hays, Biology Department, Idaho State University, P.O. Box 1644, Moscow, ID 83843. Idaho State University is an AA/EEO. Georgia is an Open Records Law State.

UNIVERSITY OF BOTSWANA

Applications are invited for the following appointments: LECTURER IN THE DEPARTMENT OF POLITICAL AND ADMINISTRATIVE STUDIES (Vacancy No. FSS/PAB 1/92)

Applications are invited for the post of Lecturer in the Department of Political and Administrative Studies (tenable as soon as possible). The selected candidate will be expected to teach undergraduate as well as postgraduate courses in the following areas: Development Administration, Comparative Public Administration, Public Financial Administration, Local Government, Research Methods, Public Enterprises, Public Policy Analysis, Personnel Administration, Organisation Theories, and Public Administration in Botswana. Applicants must possess at least a Master's degree in Public Administration but preferably a Ph.D. Relevant teaching/research experience in Africa will be an advantage.

Closing date: 22 May 1992.

PROFESSOR/ASSOCIATE PROFESSOR/SENIOR LECTURER/LECTURER SCHOOL OF ACCOUNTING AND MANAGEMENT STUDIES (Vacancy No. FSS/SAMS 1/92)

Successful candidates will be expected to teach accounting, auditing, financial management, business policy, organization behavior, general management, and quantitative methods. Applicants should specify the field and level at which they would like to be considered. Applicants should submit a clearly marked list of courses taught at the undergraduate and graduate levels. Experience in teaching at the graduate level would be an advantage for those seeking appointment to senior positions. Applicants should have at least a Master's degree but preferably a Ph.D. with relevant specialization and ability to teach in the MBA and a multi-stream Bachelor of Commerce degree program.

Closing date: 31 May 1992.

LECTURER IN ECONOMICS (Vacancy No. FSS/EC 2/92)

Successful candidates will be expected to teach Economics of Labour, Economics of Mineral Resources, African Economic History and Environmental Economics. In addition to teaching, successful candidates will be expected to undertake, promote and participate in research and other activities of the Department and the Faculty of Social Sciences. Applicants should have at least a Master's degree in Economics but preferably a Ph.D. with relevant specialization and ability to teach in one or more of the above areas at the undergraduate and graduate levels.

Closing date: 31 May 1992.

LECTURERS IN ENGLISH (LITERATURE) (Vacancy No. HE 1/92)

Successful candidates should have specialised in one or more of the following areas: English Metaphysical Poetry and the Poetry of Milton, the English Novel from Daniel Defoe to Thomas Hardy, and Victorian Literature or late 19th century English Literature. Applicants should have at least a Master's degree in English plus a higher degree (M.A. and/or Ph.D.) in English Literature.

Closing date: 31 May 1992.

Remuneration per annum: Professor P78,188-P81,696; Associate Professor P67,168-P73,164; Senior Lecturer P55,236-P65,136; Lecturer P26,772-P67,654.

Fringe benefits include Motor Car purchase Advance Scheme, an up-to-date UB funded medical aid scheme, car allowances at 16% of basic salary for staff earning a basic salary of at least P44,484 per annum and free tuition for spouse and up to four dependent children on courses offered by the University but not at its affiliated and associated institutions. Additional benefits for expatriate staff include: education allowance for up to four dependent children and gratuity at 25% of basic salary on successful completion of a two-year contract.

Applicants, quoting the vacancy number, full up-to-date CVs, must submit a letter of application, curriculum vitae, and three letters of recommendation to: Dr. Ronald K. Hays, Biology Department, Idaho State University, P.O. Box 1644, Moscow, ID 83843. Idaho State University is an AA/EEO. Georgia is an Open Records Law State.

Applicants should submit a letter of application; a resume of experience in teaching and/or research; a list of references; and a copy of their graduate education transcript. Send to:

Dr. Stella Ruhland, Chair, Search Committee
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UNIVERSITY OF DURBAN-WESTVILLE SOUTH AFRICA

Applications are invited until 1992-06-30 from persons with appropriate qualifications and experience regardless of gender, religion, race, colour or national origin for appointment to the following posts:

FACULTY OF ARTS

Professor/Head in Anthropology

Applicants should have an interest in the development of Southern African Anthropology and be committed to promoting critical theoretical perspectives and ethnographic research which challenge the dominant understanding of transformation in Southern Africa. The new incumbent would be expected to participate in promoting and strengthening innovative teaching approaches and research in the department.

Professor in Political Science

The University seeks an energetic and motivated person, who subscribes to democratic management and is committed to the transformation of this key department. The person should have strong administrative skills, a high research profile and an interest in curriculum development.

The successful candidate may be required to be the Head of the Department for a specified period.

Professor in Sociology

The successful candidate for this senior position should have a postgraduate degree in sociology and an ability to teach a wide range of fields in sociology at the undergraduate and post-graduate levels. In the context of growing student enrolment in recent years, he/she should have the ability to relate sensitively to the pressures of a society in transition.

The successful candidate may be required to be the Head of the Department for a specified period.

Requirements:

Professor/Head: Doctorate plus proven research abilities and publications. A Professor/Head of Department will be expected to provide leadership in research, teaching and administration with a progressive and transforming University.

Appointment may be considered on a Permanent or Contract basis.

FRINGE BENEFITS:

Postion scheme, medical aid scheme, group life insurance, leave privileges, service bonus, relocation expenses and housing subsidy (subject to certain conditions).

Application forms, salary scales and further particulars are available from: The Personnel Division, University of Durban-Westville, Private Bag 354001, Durban 4000, South Africa. Telephone (031) 820-2227/3, Fax No. (031) 820-2315.

Administration Positions MALAYSIA/THAILAND

Founded in 1950, Stamford College is the largest independent college of higher education in ASEAN with a student body of over 18,000. As one of the most progressive independent resource centers in Asia, Stamford College seeks leaders in education who have both a proven track record and college experience.

Director of Facilities Management

Supervise and administer personnel operations, including staff employment and evaluation at Kuala Lumpur campus site. MA + experience required.

DEAN OF AMERICAN PROGRAMS

Administer the Department of American Programs in the management of American programs in Malaysia. MA + experience required.

DEAN OF ACADEMIC AFFAIRS

Manage Teacher and Clerical staff while expanding new programs to be conducted at campus site. MA + experience required.

Letter of Application and Resume can be sent to:

THE STAMFORD COLLEGE GROUP
c/o BHP Associates
1601 Response Road
Sacramento, CA 95815

Completed applications, Bites Creek, North Carolina 27060.

Biological Assistant Professor: Call Idaho State University, P.O. Box 1644, Moscow, ID 83843. Send letter of application, curriculum vitae, and three letters of recommendation to: Dr. Ronald K. Hays, Biology Department, Idaho State University, P.O. Box 1644, Moscow, ID 83843. Idaho State University is an AA/EEO. Georgia is an Open Records Law State.

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NEW FACULTY POSITIONS

The Abraham S. Fischer Center for the Advancement of Education invites applications for the following positions:

1) Program Professor, Reading. This position requires a doctorate in the field. Preference will be given to persons who also have a minimum of 18 graduate hours in elementary and/or primary education.

2) Program Professor, Computer Education. This position requires a) a doctorate in computer education, computer science, or in a related field with a minimum of 18 graduate credits in computer science education or educational applications of computing; b) knowledge of Pascal and either Basic or Logo. Preference will be given to persons with additional background in instructional technology.

3) Program Professor, Exceptional Student Education. This position requires a doctorate in the field with an emphasis in working with the emotionally handicapped or with handicapped preschool children.

Responsibilities for all three positions include teaching, development of curriculum and instructional materials and supervision of students' applied research projects. These are twelve-month positions based in the graduate education center on Nova's campus in Fort Lauderdale, Florida. Occasional weekend travel is required.

Preference will be given to persons with appropriate teaching experience, K-12, or in programs for young children, computer literacy and background or interest in innovative and technology-based delivery systems.

All positions are available July 1, 1992. Deadline for applications is June 10, 1992. Minorities are encouraged to apply. Send cover letter and resume to:

Nova University
Personnel Department (L50)
3301 College Avenue
Fort Lauderdale, FL

CLARK ATLANTA UNIVERSITY

School of Education

The School of Education at Clark Atlanta University provides programs of educational study at both the undergraduate and graduate levels. Applications are now being invited for the following positions:

DEPARTMENT OF COUNSELING AND HUMAN DEVELOPMENT

Chair—Doctorate degree required in Counseling Education or Counseling Psychology as well as experience as a school counselor and teaching at the university level. Must have evidence of scholarly productivity and research and academic leadership ability.

Assistant/Associate Professor (1 position)—Doctorate degree required in Counseling Education or Counseling Psychology and experience as a school counselor. Responsibilities include teaching graduate courses in counseling education, supervision of instruction, thesis and dissertation advisement, and conducting research and scholarly activities.

DEPARTMENT OF EDUCATIONAL LEADERSHIP

Assistant/Associate Professor (1 position)—Doctorate degree required in Educational Administration, experience in public school teaching and administration. Responsibilities include teaching graduate courses in educational leadership, organizational behavior, school and school system administration and supervision of instruction, thesis and dissertation advisement, and conducting research and scholarly activities.

DEPARTMENT OF CURRICULUM

Assistant/Associate Professor (1 position) Early Childhood Education—Doctorate degree required in Early Childhood Education with a specialty in cognitive development and learning, evidence of scholarly productivity and research, experience as an early childhood teacher and evidence of academic leadership. Responsibilities include teaching undergraduate and graduate courses in methods of teaching, curriculum planning and advising undergraduate and graduate students.

Assistant/Associate Professor, Mathematics Education (1 position)—Doctorate degree required in Mathematics Education and experience in public school teaching. A knowledge of and experience with computers in teaching desirable. Responsibilities include teaching undergraduate and graduate courses in mathematics education, student advisement and conducting research and scholarly activities.

Assistant/Associate Professor, Physical Education (2 positions)—Doctorate degree required in Health and/or P.E., established record of research, publication, and/or grant activity, university teaching experience and/or work experience in urban settings. Responsibilities include teaching undergraduate and graduate courses in Physical and P.E. Emphasis in the area of Exercise Science/Fitness preferred.

DEPARTMENT OF EXCEPTIONAL STUDENT EDUCATION
Assistant/Associate Professor (1 position)—Doctorate degree required in Special Education with extensive preparation in MENTAL RETARDATION, experience in teaching mentally handicapped students and evidence of significant contributions in research, teaching and service. A special focus at the early childhood level is preferred. Responsibilities include teaching and advising graduate students, conducting research on the education and treatment of mentally retarded children and adolescents and developing and supervising practicum experiences.

Assistant/Associate Professor (1 position)—Doctorate degree required in Special Education with extensive preparation in the area of LEARNING DISABILITIES. Evidence of scholarly activities and research in Special Education, teaching and service. Two or more years of teaching experience with handicapped students preferred. Responsibilities include teaching graduate courses, advising students and developing and supervising practicum experiences.

All positions are tenure track and available immediately. Experience in writing grants and proposals desirable. Rank and salary based on qualifications. Experience in multicultural education helpful.

Submit a letter of application, curriculum vitae, and the names of three references. Search will remain open until positions are filled.

Office of the Dean
School of Education
Clark Atlanta University
James P. Brawley Drive at Fair Street, S.W.
Atlanta, Georgia 30314

Clark Atlanta University is an Equal Opportunity
Affirmative Action Employer.

Western New England College

Faculty member sought for a one- to three-year non-tenure earning position effective September 1992. The Human Studies Department emphasizes excellence in teaching. A Ph.D. in Social Psychology, Sociology, or Criminal Justice is required. Teaching load is 12 hours per semester. Undergraduate teaching experience sought in: Criminology, Criminal Investigation, Corrections, Criminal Law and Procedure, and Ethical Decision Making. Formal experience as a member of the Law Enforcement Community is highly desirable. Courses offered at off-campus sites near Boston and on-campus courses offered at the main campus in Springfield, Massachusetts. Minority candidates are encouraged to apply. Applications received before May 29, 1992 will receive full consideration. Send letter, resume, official transcripts of all post-secondary education, and three references to:

Office of Personnel Services
Western New England College
1215 Wilbraham Road
Springfield, MA 01119

Western New England College is an Equal Opportunity Employer.

Editor: The Glendon Institute, a medical research organization located in San Francisco, is seeking an Editor/Writer. Responsibilities include: editing and reviewing manuscripts; writing various articles including newsletters, press releases, etc. May have 3-4 years scientific editing and writing experience. Degree in scientific field preferred. Strong computer skills and desktop publishing required. Send resume, salary history and writing sample to: Glendon Institute, Suite 402, P.O. Box 419100, San Francisco, California 94141-9100. EOE.

Education: University of Alaska Fairbanks. Tenure-track Assistant Professor position beginning August 15, 1992. Located in Fairbanks, Alaska with the field-based teacher education program. Doctorate required in area of education or closely related field. Instructional expertise in the area of middle/secondary school. Interview at Center for Cross-Regional Education Pro-

grams, College of Rural Alaska, University of Alaska Fairbanks, Fairbanks, Alaska 99775-1443; (907) 474-6432. The University is an Equal Opportunity Employer.

DEKALB COLLEGE

A Unit of the University System of Georgia
announces the following anticipated faculty opportunities:

DeKalb College, located in metropolitan Atlanta, enrolls approximately 14,000 students on four campuses in associate degree programs. All positions require a master's degree, and most require a minimum of 18 semester/30 quarter hours of graduate credit in the teaching field. College teaching experience is strongly preferred. These are one-month positions with salary commensurate with education and experience. All positions are tenure-track positions. The starting date for all positions is September 14, 1992.

Joint Enrollment Positions. (Requires a Master's degree and 18 semester graduate hours in each discipline listed.) Two positions available. One in English and one in History/Political Science, teaching college courses to advanced high school seniors. Most courses will be taught on high school campuses in the college service area.

Music. (Requires a Master's degree in Music or Music Education and 18 semester graduate hours in discipline.) The available filling this position will be expected to teach music theory and/or music appreciation. Some teaching of applied music (brass preferred) may also be expected. Other specific duties include conducting the College/Community Wind Ensemble and Jazz Ensemble and taking a lead role in recruiting music students in area high schools.

DeKalb College will begin interviewing for these positions on June 30, 1992 and continue until these positions are filled. Please provide the following: (1) letter of application referencing the specific position(s) for which you are applying; (2) resume; (3) multiple copies of transcripts; (4) names, addresses and telephone numbers of three references.

Please mail all materials to: Judy Chastigny, DeKalb College, Personnel Department, 3251 Peachtree Road, Decatur, Georgia 30034. DeKalb College is an Equal Opportunity, Affirmative Action Employer which invites and encourages applications from minorities. Georgia is an open records state.



MEDICAL COLLEGE OF GEORGIA

School of Nursing

The Medical College of Georgia, School of Nursing is accepting applications for full-time tenure track faculty positions in Augusta, beginning September 1, 1992. In the Department of Adult Nursing. Excellent opportunities in Ph.D. Program and M.N.-accredited BSN and MSN Programs in The Health Science University of the State of Georgia. Master's Adult or Medical-Surgical Nursing required; Ph.D. or DSW/ONS preferred; experience in Adult Nursing practice, undergraduate and graduate teaching; research and publications in specialty desired. Salary commensurate with experience and qualifications. Minor applicants are encouraged. Send application to: Dr. Patricia P. Lillis, Chair, Adult Nursing, Medical College of Georgia, Augusta, GA 30912; (404) 721-3843. EOE/AAE.

MCG IS AN EQUAL OPPORTUNITY,
AFFIRMATIVE ACTION EMPLOYER.

ENGLISH EDUCATION

English Education, Assistant Professor, tenure track, beginning August, 1992, in a program of bachelor's, master's, and doctoral degrees. Requires a doctorate in English Education, with emphasis in literature, rhetoric/composition, or language; or a doctorate in English with educational experience. Secondary or middle school teaching experience essential. Research skills and experience in emerging technologies and literacy issues as they relate to the field are preferred.

Duties: Undergraduate and graduate instruction and advising, student teaching supervision, and service assignments. Interest in pursuing cooperative research activities desirable.

Salary range: \$32,000 to \$55,000. A letter of application, vita, and three academic references (with telephone numbers) are due by June 1, 1992 to Dr. Pamela Carroll, Chair, English Education Search Committee, 208 Caruthers Hall, Florida State University, Tallahassee, Florida 32306-3032.

FSU IS AN AFFIRMATIVE ACTION,
EQUAL OPPORTUNITY EMPLOYER

RIVERSIDE COMMUNITY COLLEGE DISTRICT

Riverside, California

seeks applicants for

FACULTY POSITIONS

ENGINEERING INSTRUCTOR
AMERICAN SIGN LANGUAGE AND INTERPRETER TRAINER INSTRUCTOR
Deadline by 4:00 p.m., June 5, 1992.

Call the Personnel Office at (714) 684-3240, ext. 291 for additional information and required District application materials.

Equal Opportunity Employer

Education: The University of Charleston. Charleston, West Virginia 25304. EOE.

Education: Baldwin-Wallace College invites applications for the tenure-track position of Assistant Professor of Education. Qualifications include an earned doctorate

with emphasis on secondary education and the ability to supervise student teachers. Also, one should have experience in curriculum development and program and supervising student teachers. Salary commensurate with experience and qualifications. Send letter of application, resume, and three letters of reference to: Dr. Patrick P. Colquhoun, Director of Education, Baldwin-Wallace College, 272 Eastland Road, Berea, Ohio 44005-2686; fax 216-336-3779. Applications will be reviewed beginning May 18. Baldwin-Wallace is an Equal Opportunity, Affirmative Action Employer.

Education: Southeastern Oklahoma State University. Assistant or Associate Professor of Professional Education. Doctorate

HEALTH CARE MANAGEMENT

Faculty Position and Department Chair

The University of New England is looking for a creative individual to assume a leadership role in our Department of Management. This is an opportunity for a person well versed in Health Care Management to continue the evolution of that major, guide the introduction of a new major in Sports and Fitness Management, and function in a curriculum environment that emphasizes interdisciplinary study, critical thinking, environmental awareness and global studies. In addition to program planning and curriculum development, the successful candidate will have the responsibility for teaching and for developing a field-based learning program.

Persons interested in this position should have a Ph.D. in Health Care Management, Health Care Finance, Public Administration, or a closely related field. Academic program development and demonstrated management experience, curriculum development experience and strong teaching experience are required. Demonstrated experience with multicultural settings is highly valued.

The University of New England will offer an attractive salary and benefits program. Rank will be commensurate with experience. For consideration, please forward vitae and cover letter by June 1, 1992 to:

Michael D. Miles,
Director of Human Resources
University of New England
11 Hills Beach Road
Biddeford, ME 04005
(617) 555-8511 Ext. 332
The University of New England is an Equal Opportunity, Affirmative Action Employer, and welcomes female and minority candidates.



Faculty Position MATHEMATICS

Kennesaw State College, a comprehensive and progressive regional college recently recognized as up and coming in U.S. News and World Report, invites applications for a tenure track position at the assistant professor level in the Department of Mathematics. Located in an attractive suburban area of metropolitan Atlanta, Kennesaw State is one of the fastest growing colleges in the University System of Georgia, enrolling 11,000 students in a broad array of high-quality undergraduate and professional graduate programs.

KSC has established a notable record for the inclusion of women and minorities in its educational mission and strongly encourages applications from both groups.

QUALIFICATIONS/RESPONSIBILITIES: Ph.D. required; strong commitment to understand and value education as well as an interest in scholarly activities. All mathematics areas considered. Salary commensurate with experience and qualifications. Position available September 1992.

APPLICATION INSTRUCTIONS: Send letter of application, graduate transcripts, resume, and three letters of recommendation to: Dr. Lewis Brackley, Chair, Search Committee, Department of Mathematics, Kennesaw State College, P.O. Box 444, Marietta, GA 30061. Application deadline is June 3, 1992; however, applications will be accepted until the position is filled.

Affirmative Action, Equal Opportunity Employer.

MEMPHIS STATE UNIVERSITY

INFANT/TODDLER SUPERVISING TEACHER

Responsibilities: teach one demonstration class with 6 weeks to 30 month age group; supervise practicum students and college teaching; conduct research.

Minimum qualifications: Master's degree in Early Childhood or related field; three years teaching experience.

Salary: \$25,000-\$30,000 plus benefits (12 month contract).

MONTESSORI SUPERVISING TEACHER

Responsibilities: teach one demonstration class of 2-5 year olds; supervise practicum students and college teaching; conduct research.

Minimum qualifications: Master's degree in Early Childhood or related field; Montessori Certified; three years teaching experience.

Salary: \$25,000-\$30,000 plus benefits (12 month contract).

For both positions, send letter of interest, resume and the names and contact information for three references to: Dr. Robert J. Clark, Director, Human Resources, Division of Education, Baldwin-Wallace College, 272 Eastland Road, Berea, Ohio 44005-2686; fax 216-336-3779. Applications will be reviewed beginning May 18. Baldwin-Wallace is an Equal Opportunity, Affirmative Action Employer.

The Barbara K. Lipman Early Childhood School and Research Institute is a laboratory demonstration school for the Memphis State University College of Education.

position will begin on September 1. Baldwin-Wallace, a four-year, comprehensive college with graduate programs in Education and Business, is located in a suburb of Cleveland. Total enrollment is about 4,700 with 2,300 full-time day students. Faculty are expected to teach undergraduate and master's level field-based courses. To apply, submit letter of application, resume, and three letters of reference to: Dr. Patrick P. Colquhoun, Director of Education, Baldwin-Wallace College, 272 Eastland Road, Berea, Ohio 44005-2686; fax 216-336-3779. Applications will be reviewed beginning May 18. Baldwin-Wallace is an Equal Opportunity, Affirmative Action Employer.

Education: Southeastern Oklahoma State University. Assistant or Associate Professor of Professional Education. Doctorate

MOTLOW STATE COMMUNITY COLLEGE

is now accepting applications for the following positions:
(Subject to funding in the 1992-93 Budget)

1. Instructor, Biology (Master's degree in Biology)
2. Instructor, Biology/Chemistry (Master's degree with eighteen graduate semester hours in both Biology and Chemistry)
3. Instructor, Mathematics (Master's degree in Mathematics)
4. Instructor, English (Master's degree in English)
5. Instructor, Communications (Master's degree in Communications and/or Speech and Theater)
6. Instructor, History (Master's degree in History)
7. Instructor, English/History (Master's degree with eighteen graduate semester hours in both English and History)
8. Instructor, Study Skills (Bachelor's degree)
9. Instructor, Reading and Study Skills and Assessment Coordinator, 12 month position (Master's degree)
10. Instructor, Computer Science/Information Systems (Master's degree required, with emphasis in Computer Science, Information Systems, or related field)
11. Instructor, Engineering/Industrial Technology (Master's degree in Engineering field, Industrial Technology, or related field)
12. Instructor, Business/Economics (MBA or Master's degree in Business, Economics, or related field)
13. Director of Library Services (Master's degree in Library Science from an American Library Association accredited institution)
14. Laboratory Instructor/Technician, English, Part-time (Bachelor's degree in English)

To ensure full consideration, applicants must submit a Motlow application, resume, and official transcript(s) to:

Human Resources Office
Motlow State Community College
P. O. Box 85100
Tullahoma, TN 37389-0100
(615) 455-8511 Ext. 332

Review of applications will begin on June 8, 1992, and will continue until qualified applicants are employed.

Motlow State Community College is an equal opportunity institution and welcomes applications for employment or admission regardless of age, disability, national origin, race, religion, or sex, and is committed to education of a non-racially identifiable student body. Women and minorities are encouraged to apply.

DIVISION CHAIR FOR GENERAL EDUCATION

Division Chair for General Education and Support Services at Indiana Vocational Technical College, a state-supported college serving approximately 1900 students. Provides leadership for building General Education, Library and Auxiliary Services, and instructional support projects. Position available June, 1992; salary range \$28,000-\$30,000 for 9-month contract with separate extended-year Summer contract. Excellent benefits package includes health and dental insurances and IRA/CRF retirement program.

Master's degree in a Liberal Arts discipline, teaching experience in higher education, preferably in a two-year college, experience with transfer of programs, and three years administrative experience at the Department Chair level or higher required.

Resumes accepted through June 5, 1992 or until position is filled.

Director of Personnel
Indiana Vocational Technical College

IVYTECH

3208 Ross Road
P.O. Box 6299
Lafayette, Indiana 47903-6299

An Equal Opportunity/Affirmative Action State College

The Clement Muehl Chair in Communication Arts

Yale Divinity School is filling a junior position in communication arts to train students in public speaking and preaching, to explore media and the arts as opportunities to communicate the gospel, and to assess theologically the broader dimensions of contemporary communication. The appointee will work closely with faculty in preaching, religion and the arts, liturgy, and chapel ministry.

Candidates are expected to have theological training, demonstrated academic accomplishment, and an advanced degree in the area of speech and communication.

Yale is an Affirmative Action, Equal Opportunity Employer.

Deadline for applications is September 1, 1992. Appointment is effective July 1, 1993.

Inquiries should be sent to: Thomas Ogletree
Dean
Yale Divinity School
409 Prospect Street
New Haven, CT 06511

Assistant Professor. Available July 1, 1992. Minimum qualifications include: Ed.S. in Middle Grades Education; earned doctorate in middle grades education; some teaching experience (any school level); ability to teach a variety of graduate and undergraduate courses in middle grades education; supervisory field-based experience; demonstrated commitment to professional growth and development; and off-campus student, graduate and undergraduate teaching experience. Major responsibilities: teach middle grades education courses; supervise student teachers and graduate interns; undertake research and grant writing; some program coordination; academic advising at two degree levels; and some committee work. Salary: Negotiable, depending on qualifications and experience. Effective Date of Appointment: September 1, 1992. Application Deadline: June 15, 1992. Application: Send letter of application, current curriculum vitae, unofficial transcripts and three letters of recommendation to: Head, Department of Curriculum and Instruction, Post Office Box 5782, Fort Valley State College, Fort Valley, Georgia 31039-5782. An Equal Opportunity, Affirmative Action Employer.

TENNESSEE STATE UNIVERSITY

College of Arts and Sciences

Department of Physics, Mathematics, and Computer Science

Full-time tenure track faculty position, association to full professor, beginning August 15, 1992. Teaching experience at least one year at the college level. Applicants must have a Ph.D. in Physics, teaching experience, and interest in research and grants and a desire to help build a strong physics program. Ability to teach and work well with undergraduate students of diverse ethnic backgrounds. Applicants accepted until the position is filled. Applicants should send vita, three letters and transcripts to Raymond Richardson, Head. Further inquiries should be directed to the head, also.

Department of Physics, Mathematics, and Computer Science
Tennessee State University
3500 John A. Merritt Blvd.
Nashville, TN 37209-1561
(615) 320-3497

Review of applications begin May 29, 1992.

State University of New York

College of Agriculture and Technology at Cobleskill

INSTRUCTIONAL POSITION IN MATHEMATICS

One year temporary appointment to begin August, 1992. Responsibilities include teaching mathematics courses ranging from developmental mathematics, freshman level, through calculus. Master's degree required. Two years' college teaching experience preferred. Salary and academic rank are dependent upon education and experience. Fringe benefits are excellent. Search committee will begin deliberations May, 1992. Submit letter of application, transcripts or copies thereof and a current resume including the names and addresses of three references to:

Dr. Renee Scialdo Sheart
Director of Human Resources Management
State University of New York
College of Agriculture and Technology
Cobleskill, NY 12043
An EO/AA Employer

Golden Age/Medieval Literature

Visiting Professor to teach Golden Age and/or Medieval Literature in Spring 1993. Established record of publications necessary. Teach reviews to begin June 1. Send curriculum vitae, including names of references, to Professor Walter A. Dobrian, Search Committee, Department of Spanish and Portuguese, The University of Iowa, Iowa City, IA 52242-1409. AA/EOE.

Education: Assistant/Associate Professor of Education. Eleven-month position beginning August 1, 1992. Responsible for directing students in elementary/secondary teaching and educational technology. Responsibilities include teaching educational psychology and educational foundations courses in the College of Education, and supervising student teachers in middle and secondary schools. Preference for a related field and a minimum of three years as a public school teacher. Preference will be given candidates with experience in supervising field-based programs and a record of extensive school/community involvement. Available September 1, 1992. Salary commensurate with experience and qualifications. Send letter of application, vita, transcripts, and three current letters of reference to: Dr. Lynn Johnson, Department of Professional Teacher Education, Founders Hall 2200, University of Nebraska at Kearney, Kearney, Nebraska 68849. Deadline date: June 1, 1992 or until filled. AA/EOE.

LESLEY

Faculty Positions Available

Graduate School

Lesley College's Graduate School is a recognized leader in the educational community for its innovative educational programs and delivery systems. We offer a wide array of professional and liberal arts programs in the fields of education, human services, management, and the arts.

Education (2 FT positions, one 9-month, one 12-month)

Teach and advise students within Early Childhood, Elementary, Middle School, regular and special education state certification programs. Experience in teaching at both the pre-college and college level is required. Must be familiar with teacher education and one of the certification areas. Preference will be given to candidates with a background in multicultural and/or bilingual education. The twelve month position's primary duties include overseeing the advising and admissions process for the Division.

Review of applications will begin May 27 and will continue until the positions are filled. Please send letter of application and resume to Human Resources Dept., 20 Everett St., Cambridge, MA 02138-2700. Lesley College is an Affirmative Action/Equal Opportunity Employer.

Undergraduate School

Lesley's Undergraduate School is a private women's college offering professional preparation in teaching, human services, and management based on a strong foundation of liberal education. Emphasis is placed on the integration of theory and practice, and interdisciplinary inquiry.

Psychology (Full-time, 9 month)

Teach and advise students in courses in general areas of psychology. Experience and background in human development and cross-cultural psychology preferred. Teaching experience at the college and/or pre-college level required. Research and scholarly activity are encouraged.

For both positions: Doctorate required, doctoral candidate will be considered. Rank and salary is commensurate with experience. We are strongly committed to hiring people of color; minorities and women are especially encouraged to apply.



FLORIDA ATLANTIC UNIVERSITY

ENGLISH & COMPARATIVE LITERATURE: Department Chair. Required: Ph.D., administrative experience (preferably as chair); distinguished publication record and evidence of excellence in teaching. Field open; tenureable at the rank of Professor; three-year renewable appointment as Chair. The department anticipates assuming responsibility for the freshman writing program in Fall, 1993; offers undergraduate and Master's degree programs in Creative Writing; and participates in interdisciplinary programs in Women's Studies and Ethnic Studies. The department may participate in the development of an interdisciplinary Ph.D. program in the college.

Located on the Southeast Florida Coast, in a rich multicultural area, Florida Atlantic University is rapidly growing. The Schmidt College of Arts & Humanities is comprised of eight academic Chairs, and a substantial endowment. A multiple building new facility is expected to begin in Fall, 1992. Salary commensurate with experience. Send letter of application, vita, and three letters of reference to: Dr. Robert A. Collins, Co-Director, Department of English & Comparative Literature. Deadline: August 1, 1992.

FLORIDA ATLANTIC UNIVERSITY
P. O. Box 3091, Boca Raton, Florida 33431-0991

A Member of the State University System of Florida
An Affirmative Action, Equal Opportunity Employer
Members of protected classes are encouraged to apply

Athletic Trainer/Exercise Science

Skidmore College, a four-year, coeducational liberal arts college, located in Saratoga Springs, NY, invites applications for the following faculty appointment.

Full-time, non-tenure-track faculty position renewable to three years. Responsibilities include teaching exercise science courses and serving as assistant athletic trainer. Qualifications: Master's degree in Exercise Science required, Ph.D. preferred. Minimum of three years' teaching experience preferably at the college level. Salary commensurate with experience.

Review of applications will begin June 1, 1992. Submit letter of application, resume and three recent letters of reference to: Dr. Tim Brown, Chair, Physical Education and Dance, Skidmore College, Saratoga Springs, NY 12866.

Skidmore College is an affirmative action/equal opportunity employer and educator.

SKIDMORE

Education: Assistant/Associate Professor of Education. Eleven-month position beginning August 1, 1992. Responsible for directing students in elementary/secondary teaching and educational technology. Responsibilities include teaching educational psychology and educational foundations courses in the College of Education, and supervising student teachers in middle and secondary schools. Preference for a related field and a minimum of three years as a public school teacher. Preference will be given candidates with experience in supervising field-based programs and a record of extensive school/community involvement. Available September 1, 1992. Salary commensurate with experience and qualifications. Send letter of application, vita, transcripts, and three current letters of reference to: Dr. Lynn Johnson, Department of Professional Teacher Education, Founders Hall 2200, University of Nebraska at Kearney, Kearney, Nebraska 68849. Deadline date: June 1, 1992 or until filled. AA/EOE.

Education: Assistant/Associate Professor of Education. Eleven-month position beginning August 1, 1992. Responsible for directing students in elementary/secondary teaching and educational technology. Responsibilities include teaching educational psychology and educational foundations courses in the College of Education, and supervising student teachers in middle and secondary schools. Preference for a related field and a minimum of three years as a public school teacher. Preference will be given candidates with experience in supervising field-based programs and a record of extensive school/community involvement. Available September 1, 1992. Salary commensurate with experience and qualifications. Send letter of application, vita, transcripts, and three current letters of reference to: Dr. Lynn Johnson, Department of Professional Teacher Education, Founders Hall 2200, University of Nebraska at Kearney, Kearney, Nebraska 68849. Deadline date: June 1, 1992 or until filled. AA/EOE.

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Albany State College

Albany State College, a four-year unit of the University System of Georgia, is seeking applicants for the following tenure-track, nine-month positions and one departmental chair position. All teaching positions are assistant professor rank, and doctorate and college teaching experience are required unless noted otherwise. Average teaching load is 15 quarter hours. Salary and rank commensurate with qualifications. Closing date: June 1, 1992. Send resume, official transcripts and three current letters of recommendation to contact person noted in position. Detailed descriptions of positions are available from specific departments. Albany State College is located in Southwest Georgia and has an enrollment of 27,000. Address: Albany State College, 501 College Drive, Albany, GA 31705.

CHAIRPERSON
DEPARTMENT OF NATURAL SCIENCES

Contact: Chairperson, Search Committee
Applicant should have doctorate in Biology, Chemistry or Physics (or related area) with both teaching and research experience. Preference to applicants with record of grantmanship, computer literacy and research. Demonstrated ability to communicate with policy-making bodies and to work with administrators, faculty and students. Duties: Provide leadership in administration of academic programs; Monitor, evaluate and oversee sponsored programs and planning; Supervise and evaluate personnel, including 14 faculty members. Department Instructors for B.S. and M.S. programs. Faculty directed sponsored programs, including MARC, MISP and MIRS. Rank: Associate or Professor. Salary commensurate with qualifications.

FACULTY POSITIONS

Contact: Dr. Hugh Phillips, Chair, Criminal Justice
Criminal Justice: Applicant must hold degree in criminal justice, criminology or closely related field with a record of scholarship and research. Computer competence and commitment to community service desirable.

Contact: Dr. James Hill, Chair, English & Modern Languages
English: Master's considered. Training and experience in Third World Literature desirable.

English: Background in rhetoric and/or linguistics. Master's considered. English: (Instructor/Assistant Professor). Master's considered. Experience in teaching reading and/or composition.

English: (Instructor/Assistant Professor). Master's considered. Experience in composition and/or literature.

Contact: Dr. Bruce Fort, Chair, Department of Natural Sciences
Biology: Master's considered. Specialty in cell and molecular biology and genetics.

Biology: Master's considered. Specialty in zoology and physiology.

Contact: Dr. T. Marshall Jones, Chair, Department of Fine Arts
Music and Director of Choral Activities. Master's considered, with strong emphasis on piano pedagogy and methods.

Contact: Dr. J. Allen Pete, Dean of the School of Education
Educational Administration and Supervision. Public school or office or supervisory administrative experience preferred. Research background and ability to develop funded projects is desirable.

Contact: Dr. Lucille Wilson, Dean of the School of Nursing
Nursing: Training in Psychiatric-Community Mental Health Nursing required. ABO's will be considered with clinical experience.

Albany State College is an equal opportunity, affirmative action employer.

ASSOCIATE DEGREE NURSING INSTRUCTORS
MATERNAL-CHILD and/or MEDICAL-SURGICAL

Classroom and clinical teaching, to prepare students at the Associate Degree level. Excellent State benefits and competitive salary commensurate with education, qualifications, and experience. Master's Degree in Nursing and one year's professional nursing experience required. Teaching experience preferred. Current license or eligibility for licensure to practice nursing in South Carolina a must. Starting date is negotiable. Applications will be accepted until the positions are filled.

Mail letter of application, resume, and copy of college transcripts to Personnel Office, Sumter Area Technical College, 506 N. Guignard Drive, Sumter, SC 29150. AA/EEOE.



Southeastern Louisiana University ACCOUNTING

Assistant/Associate Professor of Accounting, tenure track position. Effective date of employment: August, 1992. Qualifications: Ph.D. or D.B.A. in Accounting (advanced degrees of distinction considered), CPA/CFPA, scholarly research, and professional accounting experience. Duties: Research, teaching, and professional accounting experience. Salary commensurate with qualifications. Applications: Send resume, three letters of reference, and the doctoral transcript. Address: Dr. Joseph L. Morris, Department of Accounting, Southeastern Louisiana University, P. O. Box 480, Hammond, Louisiana 70406. Deadline for receipt of applications: June 1, 1992, or until position is filled. EOE.

Education Assistant Professor of Curriculum and Instruction. Nine month tenure track position available September 1, 1992. Primary responsibilities include teaching undergraduate early childhood and middle level education courses in the Department of Curriculum and Instruction, and supervising field-based experience. Qualifications include a master's degree in education or related field and demonstrated scholarly/professional potential. Experience in educational administration and as a faculty member in a doctorate or master's program preferred. Letter of recommendation and resume. Send resume, three letters of reference, and transcripts of all college work, and two names, addresses and phone numbers of references by June 15 to Elaine Wagoner, Department of Curriculum and Instruction, School of Education, University of Georgia, Athens, Georgia 30602. Equal Opportunity Employer.

Educational Administration Assistant/Associate Professor of Educational Administration. College of Education, University of Texas at El Paso. The University of Texas at El Paso (UTEP), Educational Leadership and Foundations, announces a tenure-track vacancy at the Assistant/Associate



Franklin College

Franklin College is seeking an individual to fill a position in the Physical Education Department beginning the fall of 1992. Preference will be given to a person who can teach a variety of physical education and health courses such as curriculum, methods, organization and administration. Health education, and gymnastics and a person with exposure to a small college environment. The individual will also serve as the Academic Coordinator for the Women's Athletic Department. In addition to the above responsibilities, the person hired would be expected to serve in a coaching capacity for one or more sports. The above would be a full-time staff position with part-time teaching responsibilities.

Franklin College is a private, liberal arts college located 20 miles south of Indianapolis in central Indiana. It enjoys a long tradition of quality undergraduate education and a recent history of substantial growth in enrollment and enrollment. Deadline for applications is May 22, 1992. Applications received by this date are guaranteed consideration. Vita, transcripts, and 3 current letters of recommendation are required.

Minimum Requirements:
Master's degree in Physical Education or a related area. Teaching and coaching experience on the high school or college level. Interested individuals should send a letter of application and current resume to:

Jenny Johnson-Kappes, Chair

PE Search Committee

501 E. Monroe St.

Franklin College

Franklin, IN 46131

Applicants should send or arrange to have sent 3 current letters of recommendation to the above.

Franklin College is an Affirmative Action, Equal Opportunity Employer.

Assistant/Associate Professor

DEPARTMENT OF COMMUNICATION

Communication Department needs faculty member for Fall 1992 to advise university newspaper and yearbook. Also teach journalism courses. Doctorate preferred, master's required. Salary and rank are "open." Professional and teaching experience desirable. Computer and desktop publishing ability required. The Department of Communication is located in modern Self Hall, which houses production facilities for the newspaper and yearbook, two TV studios, two audio production rooms, and an FM radio station affiliated with NPR. The department has 200 majors in communication and a minor in journalism. Send letter of application, resume and three current letters of reference to: Personnel Services, Jacksonville State University, 700 Peham Road, N. Jacksonville, Alabama 32245-0902. Deadline for applications: May 25, 1992, or until suitable candidates are selected.

EO/AA Employer.

SAINT FRANCIS COLLEGE

Saint Francis College, a small, private, liberal arts college located in the picturesque Allegheny Mountains of Central Pennsylvania, invites applications for a tenure track faculty position in a Council of Social Work Education accredited program in Social Work.

Applicants must hold a Master of Social Work, along with a minimum of two years' post-master's practice experience. Ph.D. or ABD in Social Work or a related field preferred. Salary commensurate with qualifications.

Send letter of application and curriculum vitae by June 15, 1992 to:

Dr. Richard Crawford

Assistant to the President

Saint Francis College

Loretto, PA 16040-0800

EOE



Hartwick College

HISTORY

Hartwick College seeks a one-year appointment for the academic year 1992-93. Successful candidate should be able to teach the second half of the United States History Survey, 1874 to the Present, and possibly survey courses in either Latin American History, or Modern History. Ph.D. preferred. Send curriculum vitae to Leonard W. Padella, Chair, History Department, Hartwick College, Oneonta, New York 13820 by June 1, 1992. Equal Opportunity Employer.

rank beginning August 1992. The position consists primarily of teaching a modern history course in the Department of History, and supervising field-based experience. Qualifications include a master's degree in education or related field and demonstrated scholarly/professional potential. Experience in educational administration and as a faculty member in a doctorate or master's program preferred. Letter of recommendation and resume. Send resume, three letters of reference, and transcripts of all college work, and two names, addresses and phone numbers of references by June 15 to Elaine Wagoner, Department of Curriculum and Instruction, School of Education, University of Georgia, Athens, Georgia 30602. Equal Opportunity Employer.

Educational Foundations/Foundations of Education. College of Education, University of Texas at El Paso. The University of Texas at El Paso (UTEP), Educational Leadership and Foundations, announces a tenure-track vacancy at the Assistant/Associate

EDUCATION

Community College of Philadelphia
Affirmative Action Vita Bank
Faculty Vacancies

Community College of Philadelphia, one of the nation's leading urban community colleges, has the following tenure-track openings for the 1992/93 academic year:

ENGLISH (4): Master's in discipline (Lit., Reading, ESL, or Composition) required; Ph.D. and teaching experience preferred.

BIOLOGY (2): Master's required, Doctorate in Biology and teaching experience preferred. Subject areas: Gen. Biology, Micro., Anatomy & Physiology.

ARCHITECTURAL/CONSTRUCTION TECH (1): Registered Architect w/B.Arch., knowledge of computer applications and CAD required; Master's and teaching experience preferred.

Community College of Philadelphia is located on a modern, downtown campus and enrolls more than 40,000 students annually in transfer and career programs.

Interested minorities and women are invited to submit credentials for inclusion in our Vita Bank. Credentials will be made available to all appropriate College Search Committees. Please include in your cover letter the specific areas you wish to be considered for.

All resumes/vita will be acknowledged.

Send your resume/vita to: Human Resources, Community College of Philadelphia, 1700 Spring Garden Street, Philadelphia, PA 19130.

As an Affirmative Action/Equal Opportunity Employer, Community College of Philadelphia eagerly encourages applications from women and minority candidates.



1700 Spring Garden Street, Philadelphia, PA 19130



COLLEGE OF EASTERN UTAH

Applications are invited for the following position:

Director of Bands, tenure track position. Successful applicant will conduct Concert Band, Jazz Ensemble, and Activity Band. In addition to these responsibilities, the position will require some degree of general education. Strong recruiting and public relations skills would be helpful. Master's degree in instrumental performance or music education required; preference will be given to candidates with demonstrated abilities in jazz performance/production, including electronic music. Experience in composition/arranging for ensembles would be helpful. Successful teaching experience in public schools higher education music required. Salary will be commensurate with experience and background. Send resume and three letters of reference to: Personnel Services, Jacksonville State University, 700 Peham Road, N. Jacksonville, Alabama 32245-0902. Deadline for applications: May 25, 1992, or until suitable candidates are selected.

CEU is an Affirmative Action, Equal Opportunity Employer.

COLLEGE OF WILLIAM AND MARY

School of Business Administration

Visiting Professor in Economics

William and Mary's School of Business is seeking candidates for a one-semester appointment (Fall 1992) in the area of Macroeconomics at the graduate level.

Please send curriculum vitae, three references, and a letter of interest to:

Alfred N. Page, Dean

School of Business Administration

College of William and Mary

Williamsburg, VA 23187-8795

Review of applications will begin May 15, 1992, and position will remain open until filled. William and Mary is an Equal Opportunity Employer. Affirmative Action Employer and especially encourages applications from women and members of minority groups.

graduate and graduate levels. Academic achievement, supervision of clinical experiences also required. Columbia College is a member of the South Carolina Collaborative, a national coalition of colleges and universities committed to the development of a national network of colleges and universities. Successful teaching at the college level and interest in school/teacher education research and in academic research are required. Associate professor level position. Salary commensurate with qualifications. Send resume and three letters of recommendation to: Dr. Robert A. Swenson, Department of Economics, Columbia College, Columbia, South Carolina 29208. Applications should be sent by June 1, 1992. Columbia College is an Affirmative Action, Equal Opportunity Employer.

Education/Elementary Education: Tenure-track faculty position in elementary education available for September, 1992. Methodology and content courses. Salary commensurate with qualifications. Send resume and three letters of recommendation to: Dr. Robert A. Swenson, Department of Education, Columbia College, Columbia, South Carolina 29208. Applications should be sent by June 1, 1992. Columbia College is an Affirmative Action, Equal Opportunity Employer.

Electrical Engineering: Full-time, tenure-track position in electrical engineering beginning Fall 1992 at Southern Methodist University, Dallas, Texas. Position is at the Assistant, Associate or Professor level. Candidates should have a Ph.D. in Electrical Engineering or a closely related area. Preference will be given to applicants with both industrial and teaching experience in the area of physical and optical electronics. Responsibilities include developing a curriculum on device fabrication with applications in optical communication and optical

communications. Rank and salary level will depend on candidate's qualifications. Applications will be accepted until May 15, 1992. Send letter of application and resume to: Dr. J. K. Rhee, Chair, Electrical Engineering Department, Southern Methodist University, Dallas, Texas 75275-0200. Applications should be sent by June 1, 1992. Southern Methodist University is an Affirmative Action, Equal Opportunity Employer.

Electrical Engineering: Full-time, tenure-track position in electrical engineering beginning Fall 1992 at Southern Methodist University, Dallas, Texas. Position is at the Assistant, Associate or Professor level. Candidates should have a Ph.D. in Electrical Engineering or a closely related area. Preference will be given to applicants with both industrial and teaching experience in the area of physical and optical electronics. Responsibilities include developing a curriculum on device fabrication with applications in optical communication and optical

OPEN ACCESS TO EQUAL ACCESS

CALIFORNIA'S COMMUNITY COLLEGES

10,000 New Faculty Positions By The Year 2005

In the next decade or so, the world's sixth largest economy will have the most ethnically diverse population in the world. To maintain our position as a global economy, California must have the best trained workforce available.

A faculty dedicated to quality and excellence and able to communicate with a diverse student population can make this happen.

The California Community Colleges are in the forefront of this educational explosion. Now serving 1.4 million students, the 107 California Community Colleges are projected to serve a student population of more than 1.8 million students by the year 2005.

At least 16 new community college campuses will be built and established campuses will be expanded to meet the need to train students in Associate Degree and technical training certificate programs. More than 18,000 new faculty positions will be filled in the next 15 years.

If you are interested in career employment or promotional opportunities as an administrator, faculty, or staff member, please complete the coupon below and mail it to the address indicated. A Registry form will be mailed to you.

The minimum academic requirements for teaching positions generally is a masters degree in subject (or equivalent) for academic disciplines and an associate degree with six years of related occupational experience for vocational disciplines. Possession of a valid California Community College Credential meets these requirements. Other locally established equivalents may apply.

The California Community Colleges are affirmative action/equal opportunity employer institutions.

Name: _____

Address: _____

City/State/Zip: _____

Telephone: _____

Signature: _____

State University of New York
College of Agriculture and Technology
at Cobleskill

Physical Education
Instructional/Coach Position

Tenure track position to begin August, 1992. To teach in the required physical education program with emphasis on lifetime sports and wellness. Duties include body building, weight-lifting, wellness, golf and bicycling. Planning, organizing, and coaching a junior college basketball team for men within the guidelines established by the college, NJCAA, and the conference. Assist coaching in the varsity track program. Master's degree in physical education is required. Knowledge of NJCAA regulations and coaching experience, preferably on the college level, preferred. Salary commensurate with qualifications. Submit letter of application, transcripts or copies thereof, and a current resume including the names and addresses of three references to:

Dr. Bruce Scialoja Shreve
Director of Human Resources Management
State University of New York
College of Agriculture and Technology
Cobleskill, NY 12513

Women and minorities are encouraged to apply. An EEO/AA Employer.

Southwestern University

AT GEORGETOWN, TEXAS

Southwestern University seeks candidates for the position of head men's basketball coach to begin on a negotiable date. A master's degree is preferred but not required. Evidence of successful coaching experience and proven ability and endorsement of the NCAA Division III philosophy are required. Additional duties include teaching and coaching of an additional sport. Salary and terms of appointment are commensurate with level of education and prior career experience.

Southwestern University is a selective undergraduate institution committed to broad based liberal arts and general education. Affiliated with the United Methodist Church, Southwestern enrolls 1,200 students and has a history of excellence in education. The southwestern campus has more than 136 million acres among the national leaders in endowment per student. The University has a strong commitment to faculty support. The southwestern campus has a strong commitment to faculty support. The southwestern campus has a strong commitment to faculty support.

Applicants should submit a letter of application, resume, and names, addresses and telephone numbers of three references to: Mary's Basketball Search Committee, Southwestern University, P.O. Box 770, Georgetown, Texas 76627-0770 (fax 512-863-5788). Review of applications will begin June 1, 1992. Applications will be accepted until the position is filled. Minority candidates are encouraged to apply. Southwestern University is an Affirmative Action, Equal Opportunity Employer.

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California is Looking For

Some Great Faculty

The Chancellor's Office of the California Community Colleges is seeking applicant employment data from individuals interested in teaching or administrative positions in one of California's 107 Community Colleges.

The Registry is particularly interested in underrepresented group members including the handicapped, ethnic/racial minorities and women.

The California Community College Registry has been developed to find the nation's best faculty members and put them in direct contact with the more than 18,000 job openings. The Registry is now accepting applications which will be placed on a community college faculty computer network linking all 107 community college personnel offices to use in their faculty recruitment programs.

If you are interested in career employment or promotional opportunities as an administrator, faculty, or staff member, please complete the coupon below and mail it to the address indicated. A Registry form will be mailed to you.

The minimum academic requirements for teaching positions generally is a masters degree in subject (or equivalent) for academic disciplines and an associate degree with six years of related occupational experience for vocational disciplines. Possession of a valid California Community College Credential meets these requirements. Other locally established equivalents may apply.

The California Community Colleges are affirmative action/equal opportunity employer institutions.

Name: _____

Address: _____

City/State/Zip: _____

Telephone: _____

Signature: _____

State University of New York
College of Agriculture and Technology
at Cobleskill

Physical Education
Instructional/Coach Position

Tenure track position to begin August, 1992. To teach in the required physical education program with emphasis on lifetime sports and wellness. Duties include body building, weight-lifting, wellness, golf and bicycling. Planning, organizing, and coaching a junior college basketball team for men within the guidelines established by the college, NJCAA, and the conference. Assist coaching in the varsity track program. Master's degree in physical education is required. Knowledge of NJCAA regulations and coaching experience, preferably on the college level, preferred. Salary commensurate with qualifications. Submit letter of application, transcripts or copies thereof, and a current resume including the names and addresses of three references to:

Dr. Bruce Scialoja Shreve
Director of Human Resources Management
State University of New York
College of Agriculture and Technology
Cobleskill, NY 12513

Women and minorities are encouraged to apply. An EEO/AA Employer.

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Patrick Henry Community College

P. O. Drawer 5311
Martinsville, VA 24115-5311
(703) 638-8777

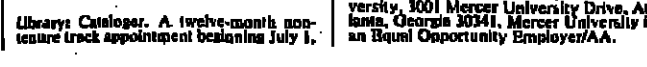
College: Nestled in the scenic foothills of the Blue Ridge mountains midway between Greensboro, North Carolina and Roanoke, Virginia, Patrick Henry Community College is a comprehensive two-year college serving the City of Martinsville, Henry and Patrick Counties, and portions of Franklin County. The service region is highly industrialized in both furniture and apparel with a population of approximately 100,000. There are numerous recreational opportunities including nearby Mountain Lake and Faye State Park. The College is dedicated to academic excellence in both the college parallel and occupational/technical curricula with a headcount enrollment of 2500 students.

Dean of Academic and Student Development Services (Position #FA034/C-82)

The function of the Dean of Academic and Student Development Services is to plan, schedule, implement and coordinate all non-credit courses and programs, academic support activities, and student development services activities at the College including the preparation, management, and analysis of instructional and student development services budgets. The Dean of Academic and Student Development Services shall report to the College President.

Qualifications: Master's degree from an accredited institution, community college administrative and teaching experience, proven leadership and management skills. Candidate should possess a demonstrated skill in faculty and student relations, curriculum development, and exhibit a capability for providing dynamic and forward leadership and a thorough understanding of and commitment to the mission of the community college.

Salary: \$52,845-\$59,015



Department of Music, St. Andrews
Catholic College, Louisville, North
Carolina 28152; (919) 277-5266. EOB/AA.

Assistant Vice President College Announces
Availability of a permanent position in the Department of
Music beginning in September, 1992. A
qualifications will include teaching of Low

Salary: commensurate with experience
credentials. Deadline August 1992.
year appointment. Send letter of ap
lication, résumé and three letters of r
commendation by June 15, 1992 to: Dr. C
Robert Chast, Vice President of Acad
emic Connections, State University of
Crested Spring, New Haven, Conn
06515. AA/EOE.

דוד מלך ישראל

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Search Extended PROVOST

Incumbent President Leslie H. Cochran has extended the national search process for nominations and applications for the position of Provost at Youngstown State University. YSU has seven schools/colleges: College of Applied Science and Technology, College of Arts and Sciences, Williamson School of Business Administration, School of Education, William Raper School of Engineering, College of Fine and Performing Arts, and the Graduate School, and enrolls approximately 15,000 students.

The Provost is the principal academic officer, reports to the President, and is responsible for supervision of all instructional activities and faculty matters in conformity with the policies of the Board of Trustees and the directions of the President. He/she will be responsible for leadership in maintenance of academic standards, academic and institutional planning, budget development, and development and coordination of instructional, scholarship, and research activities. The successful candidate will demonstrate collegial leadership qualities to work effectively within a decentralized mode of administration.

Minimum Qualifications: An earned doctorate, with a distinguished record of teaching and scholarship, extensive academic administrative experience commensurate with an appointment as senior academic officer, experience in securing new undergraduate and graduate degree programs, an understanding and sensitivity to the unique role and mission of a metropolitan university, familiarity with technological accreditation procedures and guidelines, and demonstrated commitment to equal opportunity and affirmative action.

Salary is Competitive and will depend upon the qualifications of the successful candidate.

Date Available: January, 1993. To be assured full consideration, send nominations and letters of interest with curriculum vitae, official transcript, and names and addresses of at least three references by July 15, 1992 to:

Executive Director of Personnel Services
Youngstown State University
Toad Hall 222
Youngstown, OH 44555

Youngstown State University is an Affirmative Action, Equal Opportunity Employer. Minorities and women are encouraged to apply. Applications for employment and all supporting material are subject to disclosure under Section 149.43(B) of the Ohio Revised Code.



BRADLEY UNIVERSITY

VICE PRESIDENT FOR ADVANCEMENT

Applications and nominations are invited for the position of Vice President for Advancement. The Vice President is responsible for providing leadership, broad policy guidance and executive direction to the development and university relations program at Bradley. The Vice President reports directly to the President and serves as a member of the President's executive committee. Bradley University is a private, non-sectarian university committed to excellence in undergraduate education. Founded in 1897, Bradley is a medium-sized university with approximately 5,000 undergraduate and 900 graduate students. The 290 full-time faculty members are devoted both to the highest quality of classroom instruction and to significant levels of professional research and publication. The university offers more than 60 academic majors through its five undergraduate colleges: Business Administration, Communications and Fine Arts, Education and Health Sciences, Engineering and Technology, and Liberal Arts and Sciences. In addition, the Graduate School offers over 20 master's degree programs. Bradley's residential campus is located in Peoria, Illinois. It is the only university in this major industrial and commercial metropolitan region of 340,000 people. A baccalaureate degree and a substantial, sustained record of success in the management of development activities, preferably at a major university, are required. The successful candidate is expected to have proven leadership ability, strong management and communication skills, and the personal characteristics enabling effective interaction with alumni, faculty, staff, the members of governing and advisory boards, and prospective major donors and their professional advisors.

The position is available immediately. Screening of applicants and nominees will begin immediately and will continue until the position is filled.

Nominations and applicants should send a letter expressing interest to Vice President for Advancement Search Committee, c/o Mr. Gary Anna, Chairman, Bradley University, Peoria, IL 61625; (309-677-3150). Applications should include a current resume and names, addresses and telephone numbers of five references.

Minorities and women are encouraged to apply.

Bradley University is an Equal Opportunity, Affirmative Action Employer.

Tuskegee University School of Engineering & Architecture DEAN

Tuskegee University invites nominations and applications for the position of Dean of the School of Engineering and Architecture. The University is a private, state-related, land-grant university with approximately 3700 students and 300 faculty members. Since its founding over a century ago, one of the University's central missions has been the promotion of academic excellence in the technical and scientific professions. The School of Engineering and Architecture consists of five academic departments (Aerospace Science, Chemical, Electrical and Mechanical Engineering, and Architecture), 50 faculty, 1000 undergraduate enrolled in its B.S. programs and 50 students enrolled in two graduate programs.

The Dean is the chief administrative officer of the School and reports directly to the Provost. The Dean is responsible for academic administration, planning budgetary functions, and enhancing the research and educational reputation of the School and reports directly to the Senior Vice President.

Candidates should possess the following qualifications:

- An earned doctorate in Engineering and a substantial record of scientific achievement sufficient to merit a senior, tenured appointment in one of the departments;
- Successful experience in university teaching, research and commitment to excellence in education and;
- Leadership, communication and interpersonal skills, as evidenced by successful prior administrative experience.

Nominations or applications which include a letter of interest, curriculum vitae, and names, addresses and phone numbers of three professional references should be sent to:

Dr. Ollie C. Williamson
Dean, College of Arts and Sciences
Chair, Search Committee for Engineering and Architecture Dean
The Career Search Foundation, Rm. #6
Tuskegee University
Tuskegee, Alabama 36088
(205) 727-8246

Deadline for applications to be received:
June 12, 1992

Affirmative Action, Equal Opportunity Employer

OHIO STATE UNIVERSITY COLLEGE OF EDUCATION THE OHIO STATE UNIVERSITY DEAN

The Ohio State University invites nominations and applications for the position of Dean of the College of Education. The Dean is the chief administrative and budgetary officer of the College and reports directly to the President. The Dean is also responsible for the academic and administrative affairs of the College. The College has approximately 160 regular faculty members in four departments and the School of HPER. There are also several interdisciplinary programs associated with the College. In addition to instructional programs on the Columbus Campus, the College has teacher education programs on the four regional campuses of the University.

Qualifications for the position include a distinguished record in research, teaching, and service; demonstrated excellence in leadership and administrative ability; a clear record of effective commitment to and support of cultural and ethnic diversity. Candidates' records should provide evidence of strong abilities to relate to and work effectively and collaboratively with the faculty of the College, the University administration, and other constituent groups both within and outside the University. Candidates should have the qualifications for appointment as Professor in one of the units of the College.

The position will be available January 1, 1993. Salary and other considerations will be consistent with the commitment of The Ohio State University to recruit the best qualified individual. To assure full consideration, applications and nominations should be received by June 1, 1992. The Search Committee will begin screening candidates on that date and will continue to review applications until the Dean is selected. Applicants should send a letter, a curriculum vitae, and the names and addresses of at least three references to:

Gerard M. Reagan, Chairman
College of Education Search Committee
203 Bricker Hall, 190 North Oval Mall
Columbus, OH 43210

The Ohio State University is an Equal Opportunity, Affirmative Action Employer. Qualified women, minorities, Vietnam-era veterans, disabled veterans and the disabled are encouraged to apply.

Research/Chemistry/Statistics Assistant Research Scientist, 11 hours, 40 hours weekly. Salary: \$40,000 per year. Job Duties: Investigate the role of neurotransmitters in different bladder diseases connected to chemical and environmental factors. The successful applicant will have a Ph.D. degree with sufficient clinical and laboratory research in statistical human genetics. Emphasis on gene mapping, linkage analysis, and clinical research to handle the genetic and clinical problems of these bladder disorders. Research experience in HPLC, RIA, and neuro and receptor pharmacology is required. Salary: \$30,500 per annum. Curriculum vitae, resume, and names of three references should be sent by August 31, 1992, to: Dr. William McDermott, Department of Chemistry, University of Pittsburgh, Pittsburgh School of Medicine, 1335 Biomedical Sciences Tower, Pittsburgh, Pennsylvania 15261. An equal opportunity, affirmative action employer.

Research/Pharmacology Research Associate. Research effects of pharmacological agents on thermal regulation of hypothalamic. Must administer pharmacological agents to specific brain areas by stereotaxic and microinjection and collect extracellular fluid in freely moving animal while body temperature is being recorded; analyze level of endogenous substance collected in dialysis using radioimmunoassay and HPLC method; measure oxygen consumption and heart rate; record firing patterns of neurons in preoptic anterior hypothalamus; and administration of opiate-antagonist. Job must be equivalent of Ph.D. or M.D. with 3 years experience in the field. Salary: \$24,000 per year. The position requires Ph.D. in Pharmacology. Send letter of interest, curriculum vitae, and names of three references to: Dr. William McDermott, Department of Chemistry, University of Pittsburgh, Pittsburgh School of Medicine, 1335 Biomedical Sciences Tower, Pittsburgh, Pennsylvania 15261. An equal opportunity, affirmative action employer.

Research/Pharmacology Research Associate. Research on wood and wood composites; physical properties, computer simulation models for moisture diffusion and warping, wood composite manufacturing processes to improve dimensional stability. Technical courses in wood science and technology and chemical characteristics, industrial timber utilization, furniture, composites, and related topics. Develop and manage special laboratory and test equipment for wood materials research. Responsible for maintenance of wood processing laboratory equipment (Research-726, microfilm reader, etc.). Ph.D. required, master field of study must be in Wood Science and Technology. Send letter of interest, curriculum vitae, and names of three references to: Dr. William McDermott, Department of Chemistry, University of Pittsburgh, Pittsburgh School of Medicine, 1335 Biomedical Sciences Tower, Pittsburgh, Pennsylvania 15261. An equal opportunity, affirmative action employer.

VICE PRESIDENT FOR DEVELOPMENT Stevens Institute of Technology Hoboken, New Jersey

Stevens Institute of Technology invites applications and nominations for the position of Vice President for Development. The Vice President has general oversight of programs and staffs in development.

Stevens Institute of Technology is one of the nation's oldest and most innovative engineering and technological institutions. Stevens offers B.E., B.S., and M.A. degrees to 1,400 undergraduates from 40 states and 50 countries. 1,000 graduate students are enrolled in master's and doctor's programs in fourteen fields.

Located on a 55-acre campus at Castle Point, Stevens faces across the Hudson towards mid-town Manhattan, thus participating in the high quality of an intimate and attractive residential campus and the excitement of one of the world's most dynamic cities.

The Vice President for Advancement will work with the President and Trustees in completing a just-announced capital campaign and is responsible for meeting goals for the annual fund and other gifts for the operating budget.

The successful candidate will possess strong record of successful fund raising; have outstanding management skills as demonstrated by success in planning and in building and directing a professional staff; exhibit flexibility and tact, combined with decisiveness; possess the force of character and personality that indicates the ability to work with a president and trustees who are accomplished fund raisers; possess familiarity and comfort with academic, corporate, and foundation cultures.

Applicants should submit a letter of interest and a resume. Applications and nominations should be addressed to:

Mary Frances Rudiger, Secretary
Development Search Committee
Stevens Institute of Technology
Castle Point on the Hudson
Hoboken, New Jersey 07030

Stevens Institute of Technology is an Affirmative Action, Equal Opportunity Employer.

Vice President, Enrollment Management

Butler University invites nominations and applications for the position of Vice President, Enrollment Management, reporting directly to the President. The University seeks an innovative, independent higher education executive and strategic thinker with very strong marketing skills to lead its Admissions, Financial Aid and retention functions. The candidate selected will provide evidence of highly successful experience supervising or managing directly admissions, financial aid and retention. She or he will be a motivator and team builder with strong organizational and communication skills, a person with an analytic mind who can use and effectively synthesize data from the University's student information system, a person who has experience motivating faculty to participate actively in the recruitment process and who able to coordinate enrollment management functions with other University academic and administrative departments.

Butler University provides the highest quality liberal and professional education in a suburban residential environment located seven miles from the heart of metropolitan Indianapolis. Butler is an institution well-positioned and directed toward the achievement of its tremendous potential. We require an exceptional executive, and we are prepared to compensate that executive appropriately. A terminal degree is valued but not necessary; an intimate understanding of the academic and administrative aspects of independent universities and a commitment to their advancement are necessary.

The preferred starting date is August 3, 1992. Nominations and applications should be directed by June 15, 1992 to Dr. John A. Stevens, CKA, Inc., Search Consultants, Vice President for Enrollment Management Search, Butler University, 4600 Sunset Avenue, Indianapolis, Indiana 46208.

Women and minorities are encouraged to apply. Butler University is an Equal Opportunity Affirmative Action Employer.



Research/Physics Research Associate needed to conduct research in the structure, electronic and optical properties of oxide glasses, chalcogenide glasses, and thin-film semiconductors, utilizing NMR, Raman, photoluminescence, ADMK, and other spectroscopic techniques. Will research and develop new materials for optical communication and other applications. Ph.D. in Physics with a Solid State emphasis and further research prior laboratory experience and demonstrable ability: 1) in use of pulsed and continuous wave NMR and ROR of amorphous materials; 2) in computer simulation of NMR powder spectra; 3) in use of IBM compatible P.C. systems and in programming in Quick Basic; and 4) in conducting studies of thin-film semiconductors using absorption, photoluminescence, and other spectroscopic techniques. Salary: \$24,500. Contact the Midwest State University Search Service, P.O. Box 12410, 5299 S. 35th Frontage Road, Jackson, Mississippi 39202. Equal Opportunity Employer, M/F/H/V.

Research/Wood Science Research Associate. Research on wood and wood composites; physical properties, computer simulation models for moisture diffusion and warping, wood composite manufacturing processes to improve dimensional stability. Technical courses in wood science and technology and chemical characteristics, industrial timber utilization, furniture, composites, and related topics. Develop and manage special laboratory and test equipment for wood materials research. Responsible for maintenance of wood processing laboratory equipment (Research-726, microfilm reader, etc.). Ph.D. required, master field of study must be in Wood Science and Technology. Send letter of interest, curriculum vitae, and names of three references to: Dr. William McDermott, Department of Chemistry, University of Pittsburgh, Pittsburgh School of Medicine, 1335 Biomedical Sciences Tower, Pittsburgh, Pennsylvania 15261. An equal opportunity, affirmative action employer.

EXECUTIVE DIRECTOR OF DATA SYSTEMS MANAGEMENT Jacksonville State University

The Executive Director of Data Systems Management is responsible for the overall leadership and management of the University's academic and administrative computer support services, and the telephone system services. Under the general direction of the President, the Director provides leadership for the University in the use of computer and telecommunications technology, working closely with faculty, staff, student, and local government agency users. Duties include managing an organization of 32 employees with an annual budget of \$1.5 million. The computing environment includes ES9121, IBM 9370 operating on a nodal processor the Alabama Supercomputer Network, DEC Micro VAX servers, and PC networks. The telecommunications environment includes a NEAX 2400 switch and ASTRA 350 computer providing service to 2500 administrative and student users.

Bachelor's degree required, master's degree preferred; four years of computer center supervisory experience required; understanding of data systems in a complex university environment required; and ability to support and help develop instructional computing and telecommunications required.

Salary and benefits are competitive, and are contingent upon qualifications and experience.

Screening will begin by June 1, 1992 and will continue until the position is filled.

Send letter of application, resume, and the names, addresses and telephone numbers of three references to:

Chairman, Search Committee
Executive Director of Data Systems Management
Jacksonville State University
Room 329 Bibb Graves Hall
Jacksonville, Alabama 36265

JSU is an Affirmative Action, Equal Opportunity Employer.



EXECUTIVE DIRECTOR

LIBRARIES & LEARNING RESOURCES

The University of Wisconsin Oshkosh is a major regional comprehensive university which enrolls some 11,000 students and offers degrees to the master's level through its four colleges: Business Administration, Education and Human Services, Letters, Science, and Nursing and graduate school. It is the third largest of the 13 universities in the University of Wisconsin System, a system committed to resource sharing and technological advances among the libraries of the system. Located in a city of more than 65,000, the University of Wisconsin Oshkosh serves as a major cultural and intellectual resource to the economically stable Fox River Valley region, which has a population of 250,000.

Libraries & Learning Resources includes both library and instructional media services. Library Services provides up-to-date automated circulation, cataloging and reference systems, and national networking capabilities. Media Services provides instructional media production services and audiovisual equipment to the entire campus. The Executive Director, a senior administrator and member of the Dean's Council, reports to the Vice Chancellor of Academic Affairs and supervises 16.5 FTE librarians and media professionals and an additional 22 FTE staff.

Working with the faculty and staff of Libraries & Learning Resources, the Executive Director is responsible for the planning, development, coordination, and administration of all library and instructional media programs. The position offers the right individual an excellent opportunity to direct and develop a major university division poised to advance into the new century.

Applicants for the position must possess a doctoral degree in library/information science from an ALA accredited institution, suitable for appointment to faculty rank and tenure, and must possess exceptional interpersonal skills and leadership abilities. Candidates must have library experience at a significant managerial level with an understanding and appreciation of the mission of a comprehensive university, and familiarity with evolving information technologies.

Salary will be commensurate with qualifications and experience.

Application deadline: August 15, 1992. Candidates should send a letter of application, resume and the names of three references (with addresses and phone numbers) to: Andrew Perovic, Chair, Search & Screen Committee for the Executive Director, Libraries & Learning Resources, Office of the Vice Chancellor, University of Wisconsin Oshkosh, Oshkosh, Wisconsin 54901. Minorities and women are especially encouraged to apply. An alphabetical listing of all nominees and applicants, regardless of differentiation, may be released following the closing date.

The University of Wisconsin Oshkosh
is an Equal Opportunity/Affirmative Action Employer.

Research/Physics Research Associate needed to conduct research in the structure, electronic and optical properties of oxide glasses, chalcogenide glasses, and thin-film semiconductors, utilizing NMR, Raman, photoluminescence, ADMK, and other spectroscopic techniques. Will research and develop new materials for optical communication and other applications. Ph.D. in Physics with a Solid State emphasis and further research prior laboratory experience and demonstrable ability: 1) in use of pulsed and continuous wave NMR and ROR of amorphous materials; 2) in computer simulation of NMR powder spectra; 3) in use of IBM compatible P.C. systems and in programming in Quick Basic; and 4) in conducting studies of thin-film semiconductors using absorption, photoluminescence, and other spectroscopic techniques. Salary: \$24,500. Contact the Midwest State University Search Service, P.O. Box 12410, 5299 S. 35th Frontage Road, Jackson, Mississippi 39202. Equal Opportunity Employer, M/F/H/V.

Research/Wood Science Research Associate. Research on wood and wood composites; physical properties, computer simulation models for moisture diffusion and warping, wood composite manufacturing processes to improve dimensional stability. Technical courses in wood science and technology and chemical characteristics, industrial timber utilization, furniture, composites, and related topics. Develop and manage special laboratory and test equipment for wood materials research. Responsible for maintenance of wood processing laboratory equipment (Research-726, microfilm reader, etc.). Ph.D. required, master field of study must be in Wood Science and Technology. Send letter of interest, curriculum vitae, and names of three references to: Dr. William McDermott, Department of Chemistry, University of Pittsburgh, Pittsburgh School of Medicine, 1335 Biomedical Sciences Tower, Pittsburgh, Pennsylvania 15261. An equal opportunity, affirmative action employer.



VICE PRESIDENT FOR FINANCE AND TREASURER

Nominations and applications are invited for the position of Vice President for Finance and Treasurer of Beaver College, a small comprehensive college of approximately 400 employees in suburban Philadelphia. The on-campus student body of 2,200 is enrolled in undergraduate and graduate day and evening programs for both full- and part-time students. In addition, Beaver operates a large study abroad program serving some 1500 students from throughout the country.

The Vice President for Finance and Treasurer reports directly to the President. As chief financial officer, the individual is expected to provide strong leadership for the sound and enlightened fiscal operation of the institution. The Treasurer plays a central role in the college's management of the College, and must be able to work collaboratively with all segments of the campus community.

Responsibilities include: fiscal planning; preparation of budget and financial reports; oversight of contracts and grants; domestic and foreign investments; purchasing and inventory control; physical plant; personnel services; and auxiliary operations.

Qualifications at least five years' experience in a position of increasing responsibility for budget and fiscal management in higher education or a comparable area; MBA, equivalent degree or CPA preferred; working knowledge of computers and modern management procedures; evidence of effective leadership, management, organization, and communication skills.

Application: please send a letter of application, resume, and names, addresses and phone numbers of five references to:

Dr. Mark Curchack
Assistant to the President
Beaver College
450 S. Easton Road
Glenside, PA 19038

The Search Committee will begin reviewing applications on June 1, 1992; all applications must be received by June 10. The anticipated starting date is September 1, 1992. Competitive salary commensurate with experience and excellent benefits.

An Affirmative Action, Equal Opportunity Employer

Research/Physics Research Associate needed to conduct research in the structure, electronic and optical properties of oxide glasses, chalcogenide glasses, and thin-film semiconductors, utilizing NMR, Raman, photoluminescence, ADMK, and other spectroscopic techniques. Will research and develop new materials for optical communication and other applications. Ph.D. in Physics with a Solid State emphasis and further research prior laboratory experience and demonstrable ability: 1) in use of pulsed and continuous wave NMR and ROR of amorphous materials; 2) in computer simulation of NMR powder spectra; 3) in use of IBM compatible P.C. systems and in programming in Quick Basic; and 4) in conducting studies of thin-film semiconductors using absorption, photoluminescence, and other spectroscopic techniques. Salary: \$24,500. Contact the Midwest State University Search Service, P.O. Box 12410, 5299 S. 35th Frontage Road, Jackson, Mississippi 39202. Equal Opportunity Employer, M/F/H/V.

Research/Wood Science Research Associate. Research on wood and wood composites; physical properties, computer simulation models for moisture diffusion and warping, wood composite manufacturing processes to improve dimensional stability. Technical courses in wood science and technology and chemical characteristics, industrial timber utilization, furniture, composites, and related topics. Develop and manage special laboratory and test equipment for wood materials research. Responsible for maintenance of wood processing laboratory equipment (Research-726, microfilm reader, etc.). Ph.D. required, master field of study must be in Wood Science and Technology. Send letter of interest, curriculum vitae, and names of three references to: Dr. William McDermott, Department of Chemistry, University of Pittsburgh, Pittsburgh School of Medicine, 1335 Biomedical Sciences Tower, Pittsburgh, Pennsylvania 15261. An equal opportunity, affirmative action employer.

Research/Chemistry/Statistics Assistant Research Scientist, 11 hours, 40 hours weekly. Salary: \$40,000 per year. Job Duties: Investigate the role of neurotransmitters in different bladder diseases connected to chemical and environmental factors. The successful applicant will have a Ph.D. degree with sufficient clinical and laboratory research in statistical human genetics. Emphasis on gene mapping, linkage analysis, and clinical research to handle the genetic and clinical problems of these bladder disorders. Research experience in HPLC, RIA, and neuro and receptor pharmacology is required. Salary: \$30,500 per annum. Curriculum vitae, resume, and names of three references should be sent by August 31, 1992, to: Dr. William McDermott, Department of Chemistry, University of Pittsburgh, Pittsburgh School of Medicine, 1335 Biomedical Sciences Tower, Pittsburgh, Pennsylvania 15261. An equal opportunity, affirmative action employer.

JACKSONVILLE STATE UNIVERSITY Jacksonville, Alabama

Applications and nominations are invited for the position of Vice President for Academic Affairs at Jacksonville State University. Jacksonville State University, accredited by the Southern Association of Colleges and Schools, is located in the foothills of the Appalachian Mountains in Northeast Alabama approximately 100 miles west of Atlanta, Georgia and 75 miles east of Birmingham, Alabama. Situated in a community of 10,000, the University has an enrollment of 8,500 students. The Vice President is the chief academic officer of the University and reports directly to the President and is a member of the University's senior administrative team.

Responsibilities include but are not limited to providing executive leadership in the management of the academic affairs of the University, development, coordination, and evaluation of academic policies and programs in the context of the University's mission and goals; planning, goal setting, staffing, resource allocation and budgeting for the Academic Affairs division.

Candidates for Vice President should possess:

- An earned doctorate from a regionally accredited institution.
- A distinguished record of teaching and scholarly activity sufficient to warrant appointment to full professor at a regional public university.
- Significant academic administrative experience, preferably at the dean's level or higher.
- Experience in planning, development and evaluation in an academic setting.
- Demonstrated broad knowledge of current issues in higher education (i.e., budgeting, funding, grantsmanship).
- Interpersonal skills to work effectively with all constituencies and administrative units of the University to achieve the goals of the University.
- Commitment to excellence in teaching, research, public service, affirmative action, and shared governance.

The position will be available in Fall 1992. Salary is competitive.

Interested individuals should submit a letter of application, current curriculum vitae, and the names of five references including addresses and telephone numbers. Applicants should also submit a written statement of their perception of the leadership role of the Vice President for Academic Affairs position and a statement of why they are seeking this position.

Applications with supporting documents, and nomination should be submitted to Chair, VPAA Search Committee, Office of Personnel Services, Jacksonville State University, Jacksonville, Alabama 36265. The search will remain open until a suitable candidate is selected.

An Equal Employment, Affirmative Action Employer.

ASSISTANT VICE PRESIDENT Affirmative Action

TEMPLE UNIVERSITY of the Commonwealth System of Higher Education, located in the Philadelphia metropolitan area, is a multi-cultural, senior comprehensive research university with five campuses (including a health sciences center with a 504-bed university teaching hospital) and a student enrollment of approximately 30,000.

The Assistant Vice President for Affirmative Action is the principal advisor to the President and Executive Cabinet on all Affirmative Action matters. Responsibilities include the development, monitoring and implementation of Affirmative Action Plans and Programs; actively assisting university offices and administrators in their efforts to ensure equal opportunity for employment within their portfolios, and working with broadly-based affirmative action committees to promote education, awareness and compliance throughout the University community. The Assistant Vice President serves as liaison and point of contact with the appropriate regulatory agencies with respect to employment procedures and related compliance matters, including charges of unfair discrimination.

Requirements include a Master's Degree (a terminal degree is preferred) and a minimum of 8 years administrative experience in a higher education setting, including at least 4 years experience in the administration of Affirmative Action plans and programs. An equivalent combination of education and experience may be considered. Extensive knowledge of government regulations regarding affirmative action is required. Excellent administrative, organizational, human relations and communication skills are essential.

Temple University offers an excellent salary and benefits package. Applicants should submit a letter of application, resume and the names of three references by June 5, 1992, to: Search Committee, c/o Theresa Mahoney, Personnel Administration, TEMPLE UNIVERSITY, 1601 North Broad St., Philadelphia, PA 19122. An equal opportunity, affirmative action employer.

Choose TEMPLE

Research/Physics Research Associate needed to conduct research in the structure, electronic and optical properties of oxide glasses, chalcogenide glasses, and thin-film semiconductors, utilizing NMR, Raman, photoluminescence, ADMK, and other spectroscopic techniques. Will research and develop new materials for optical communication and other applications. Ph.D. in Physics with a Solid State emphasis and further research prior laboratory experience and demonstrable ability: 1) in use of pulsed and continuous wave NMR and ROR of amorphous materials; 2) in computer simulation of NMR powder spectra; 3) in use of IBM compatible P.C. systems and in programming in Quick Basic; and 4) in conducting studies of thin-film semiconductors using absorption, photoluminescence, and other spectroscopic techniques. Salary: \$24,500. Contact the Midwest State University Search Service, P.O. Box 12410, 5299 S. 35th Frontage Road, Jackson, Mississippi 39202. Equal Opportunity Employer, M/F/H/V.

Research/Wood Science Research Associate. Research on wood and wood composites; physical properties, computer simulation models for moisture diffusion and warping, wood composite manufacturing processes to improve dimensional stability. Technical courses in wood science and technology and chemical characteristics, industrial timber utilization, furniture, composites, and related topics. Develop and manage special laboratory and test equipment for wood materials research. Responsible for maintenance of wood processing laboratory equipment (Research-726, microfilm reader, etc.). Ph.D. required, master field of study must be in Wood Science and Technology. Send letter of interest, curriculum vitae, and names of three references to: Dr. William McDermott, Department of Chemistry, University of Pittsburgh, Pittsburgh School of Medicine, 1335 Biomedical Sciences Tower, Pittsburgh, Pennsylvania 15261. An equal opportunity, affirmative action employer.

Research/Chemistry/Statistics Assistant Research Scientist, 11 hours, 40 hours weekly. Salary: \$40,000 per year. Job Duties: Investigate the role of neurotransmitters in different bladder diseases connected to chemical and environmental factors. The successful applicant will have a Ph.D. degree with sufficient clinical and laboratory research in statistical human genetics. Emphasis on gene mapping, linkage analysis, and clinical research to handle the genetic and clinical problems of these bladder disorders. Research experience in HPLC, RIA, and neuro and receptor pharmacology is required. Salary: \$30,500 per annum. Curriculum vitae, resume, and names of three references should be sent by August 31, 1992, to: Dr. William McDermott, Department of Chemistry, University of Pittsburgh, Pittsburgh School of Medicine, 1335 Biomedical Sciences Tower, Pittsburgh, Pennsylvania 15261. An equal opportunity, affirmative action employer.

End Paper



DOWN TOWN AS A YOUNG BOY WORKING IN A SUGAR CANE FIELD NEAR GUAYAMA, P.R. JACK DELANO

SMITHSONIAN INSTITUTION

Making Ordinary People Important

NOT LONG AGO I found a letter in my mailbox postmarked El Paso, Texas. The letter was written in pencil on school notebook paper and had many grammatical errors. "Dear Mr. Delano," it began, "I am fourteen years old and when I grow up I want to be a photographer like you. . . ." (Well, I decided right there, this letter I *must* answer.) The boy went on to explain, in two long pages, that he came from a poor family; his mother worked in a shirt factory; that he had started taking pictures but his camera was stolen, and he was saving up for another one; that he had found some Farm Security Administration pictures in books at the library while writing a school paper on the Great Depression; and that he was asking for my autograph because he liked the pictures so much.

I am generally a poor correspondent but such flattery was irresistible. I sent him a signed print and a letter with several questions. One of them was, "What is it you like about FSA pictures?"

His next letter was euphoric. He was making a cherry-wood frame for

the picture to leave to his children and grandchildren. His thanks were effusive, and in answer to my question he wrote, "I like the pictures because they make ordinary people important."

To enrich the human spirit in some measure seems to me to be the purpose of all art.

"Contrasts: 40 Years of Change and Continuity in Puerto Rico. Photographs by Jack Delano," will be at the Museum of Art at Housatonic Community College, Bridgeport, Conn., through May 31. It then will travel to the Puerto Rican Cultural Society of Dayton (June 20-July 19) and to other sites through 1993. The exhibition of 100 photographs was organized by the Smithsonian Institution Traveling Exhibition Service from Mr. Delano's collection.

The text above by Mr. Delano is excerpted from Puerto Rico Mio, published by the Smithsonian Institution Press.

The Alabama Legislature found an unambiguous way to show that it supports the Student Government Association at Auburn University, which is trying to deny recognition to a gay-students group: The Legislature passed a law to bar groups that support homosexuality from meeting on public-college campuses.

Gov. Guy Hunt, a Republican, is expected to sign the bill.

Faculty members and students affiliated with the Auburn Gay and Lesbian Association called the measure "stupid" and unconstitutional. They said they would challenge it in federal court. Auburn's student-government president, Pat Sefton, said he was pleased.

"We felt that groups such as that should not be allowed to meet on campus" or receive public funds, said Mr. Sefton, a junior. The student government denied the group a charter in November 1991, but the university administration overruled it and recognized the gay group.

The bill would prohibit state colleges from spending public funds or using public facilities "directly or indirectly to sanction, recognize, or support any group that promotes a lifestyle or actions prohibited by the sodomy and sexual-misconduct laws" of the state.

The bill also says that the prohibition is not meant as "a prior restraint" on free speech, or to apply to groups "whose activities are limited solely to the political advocacy of a change" in sodomy or sexual-misconduct laws.

The bill was passed amid much peculiarity in the State Senate. Several Senators adopted deep guttural voices when casting their votes, and another used an effeminate voice as he jokingly urged his colleagues to vote No.

"I think it's demonstrative of the fact that the House and Senate are excruciatingly homophobic," said Steven A. Migalski, co-president of the gay-students group and a second-year doctoral student.

Added Barry Burkhart, a professor of psychology and faculty adviser to the group: "I certainly wish the Alabama Legislature would turn to desperate problems facing the state instead of scoring political points by agitating bias."

The situation has also prompted another legal development.

Criticized by Governor Hunt and other state officials for reversing the student-government's decision, the Auburn Board of Trustees has asked a federal judge to determine what rights the group does have.

The trustees asked the court for a declaratory judgment on whether the gay students' rights of free speech and assembly "entitle them to recognition on the same basis as other student organizations recognized at Auburn University."

Meanwhile, the group's charter remains intact.

Government & Politics

FROM 'PUBLIC GOOD' TO 'PRIVATE GAIN'

College Officials and Policy Experts Ponder Implications of 'Privatizing' State Colleges



Lois B. DeFleur, president of SUNY at Binghamton: "We're a public university. We want to be partners with our region and our state."

By GOLDIE BLUMENSTYK
Many educators and public-policy experts believe the fiscal problems of the states are leading to the "privatizing" of public higher education—they just aren't sure what such "privatizing" is.

Some say it results from the fact that many states no longer provide the levels of financial support for institutions that they did in the past, leaving public colleges with greater responsibility for meeting their budgets with donations, money-making enterprises, and tuition. Others see privatization taking place when financial aid does not increase as fast as tuition. That can drive some needy students away from public colleges, leaving behind a wealthier student body that is more akin to that found at expensive private colleges.

Search for More Autonomy

Still others cite as evidence of the trend the move by college officials in states like Florida, Illinois, Maryland, and North Carolina to obtain more autonomy from their state governments and legislatures.

Other signs of privatization are the

Continued on Following Page

College Officials Urge Congress to Adopt New Pell Grant Formula

By THOMAS J. DELOUGHRY
WASHINGTON

College lobbyists are urging Congress to adopt a new Pell Grant formula that promises more help to students facing higher tuition, but could cause some at lower-cost colleges to get smaller grants.

Officials representing public and private colleges, who worked out the compromise formula, hope Congress will incorporate it in final legislation to reauthorize the Higher Education Act. Lawmakers from the Senate and the House of Representatives are expected to meet this month to craft a final bill from separate measures that have been approved in each chamber.

The college representatives also are proposing changes in the "needs-analysis" system that the government uses to identify who qualifies for grants, student loans, work-study, and other programs. They want Congress to delay the changes until fiscal 1994 to give aid officers time to adjust to them. Such a delay would also avoid adding many new students to the aid programs in 1993, when resources are expected to be scarce.

'Taken Very Seriously'

It was unclear last week whether lawmakers would accept the proposals. Congressional aides said they were analyzing them to determine their effects on different types of students and their cost to the government.

"I think it will certainly be a recommendation that's taken very seriously because it does represent a consensus of people

who might otherwise be at war with each other," said Thomas R. Wolninn, staff director of the House Subcommittee on Postsecondary Education.

The officials of higher-education associations who developed the compromise wanted a formula that would provide enough money to pay living expenses for students at the lowest-cost institutions and, at the same time, provide additional money to students at higher-priced institutions.

The officials held similar talks last year that produced an expensive formula that members of the House and Senate approved as parts of their respective reauthorization bills. But, as it became clear that Congress would have little money to add to the Pell Grant program in 1993, some private-college officials charged that the formula would not go far enough in helping students pay higher tuition.

The formula in the Senate reauthorization bill called for \$2,300 plus one-quarter of tuition up to \$1,300. But the bill said that the amount for tuition would be reduced if

Congress could not afford a grant of \$3,600. That would mean a basic grant of \$2,300 plus \$100 for tuition at the current \$2,400-level for Pell Grants, which private-college officials said was too little for tuition.

The House legislation called for a grant of \$2,750 plus one-quarter of tuition up to \$1,750. But the bill said nothing about how to structure the grants if the government could not afford \$4,500.

More 'Tuition Sensitivity'

The compromise, developed during weeks of meetings, seeks to add more "tuition sensitivity" to the formula while not keeping low-income students from being able to afford community colleges and lower-cost, four-year colleges.

A key to the deal was an agreement that grants for students who live with their parents should be smaller than those for students who live at college. Students who are financially independent of their parents would be entitled to the larger grants no matter where they lived.

The rationale, according to officials, was that students who live at home would presumably have smaller expenses than those renting a dormitory room or apartment. Current law treats the two groups separately, but the reauthorization bills would eliminate the disparity.

The compromise calls for a maximum grant for those who live at college of \$3,120, which would be the sum of \$2,400, plus 35 per cent of tuition up to \$720. The

Continued on Page A29

'Low-income students would have a higher percentage of their need met regardless of where they go to school or how much it costs.'

'Privatization' of Public Colleges Prompts Concern

Continued From Preceding Page
moves by some states to recruit private colleges to meet some educational needs of a region or type of student. Illinois, for example, has Bradley University provide state-subsidized courses in Peoria, while Florida may pay private colleges to accept graduates of public community colleges.

College leaders offer varying reasons for the privatization. Lattie F. Coor, president of Arizona State University, says public higher education used to be seen "as a public good" but now is regarded as "a private gain" for which students should be more financially responsible.

David W. Breneman, the former president of Kalamazoo College who now teaches at the Harvard University Graduate School of Education, says the nation has reached "the end of the whole post-World War II era of expansion." Public higher education cannot—and probably should not—compete against other more pressing demands for state funds, he says. "It seems to me there is ample evidence that the public isn't willing to tax itself for this purpose," Mr. Breneman says. In many states, public libraries, recreation programs, and the arts face a similar fate.

'State-Aided' or 'State-Assisted'

Several public-college officials have even started describing their institutions as "state-aided" or "state-assisted," to emphasize what they see as a changing relationship with their states.

And even as public-college leaders struggle to understand what privatization is and why it is taking place, many are also



Lattie F. Coor of Arizona State: Public higher education, once seen as "a public good," now is seen as "a private gain," for which students must be responsible.

beginning to see its effects on their campuses.

Lois B. DeFleur is one such college president. Her institution, the State University of New York at Binghamton, is in a region hurt by layoffs in the defense and computer industries. Community leaders have asked her to open the university's career-counseling center to the displaced workers. But the center itself is short-stuffed because of state budget cuts. "Our students wait in line. Can we afford to

serve yet another audience?" Ms. DeFleur asks. Budget cuts have also forced the institution to drop two undergraduate engineering programs that were popular with many older students who live nearby. Ms. DeFleur says she finds such decisions painful. "We're a public university. We want to be partners with our region and our state," she says. But she adds, "If you get less and less from the state," it's harder to meet those demands.

Ten years ago, Binghamton got 75 per

cent of its budget from the state; next year the state share will be 54 per cent. Growth in the institution's overall budget is part of the reason the percentage for 1992-93 is so much smaller, but cuts in state financing and the doubling of tuition charges have been significant factors.

Like many public-college presidents, Ms. DeFleur says she fears tuition hikes will undermine the diversity of the student body. Now about 46 per cent are first-generation college students—far more, she says, than at nearby private institutions.

Growing Reliance on Tuition

Public-college presidents elsewhere also are alarmed about the growing reliance on tuition, particularly in Virginia. Ten four-year institutions in Virginia expect the state to cover less than half of their budgets next year. In 1988 the state share for all of Virginia's public, four-year institutions' instruction costs was over 66 per cent.

The growing dependence on tuition is being duplicated nationwide. In 1980, according to Jay Stampen and W. Lee Hansen of the University of Wisconsin at Madison, tuition and fees accounted for about 17.7 per cent of the costs of instruction and academic support at public colleges nationally. By 1990, the proportion had risen to 24.8 per cent.

At SUNY, Ms. DeFleur says her institution has responded to the higher tuition and state cuts by pushing harder for private gifts, particularly for student aid. But Ms. DeFleur adds that relying on private donors can have a price, particularly if the donors have their own priorities. "They don't control you, but it doesn't always blend," she says.

Also, donors to public colleges often do not want their money used for basics. "My experience," says Shirley Bird, Penn. vice-president for development and university relations at the University of Texas at Austin, "is that donors to public institutions continue to give for excellence and enhancement purposes," such as faculty endowments and art collections.

Possible Change in Mission

As a public institution, she says, "you do not raise money for lights and electricity and basic English instruction."

Ms. Perry, whose state still boasts low public-college tuition, says the privatization mood has not hit Texas, and consequently she has not seen any shift in attitudes among public-college leaders about their relationship with the state. But elsewhere college leaders are pondering how their state-oriented mission might change if they depended less on the state.

"There are undergraduate programs that are very expensive and frequently low volume," notes David J. Berg, special assistant to the president at the University of Minnesota system. Agricultural programs, for example, are politically popular in many Midwest states, but costly. If a state was to provide only 20 per cent of the institution's budget rather than 40 per cent or 50 per cent, should the college keep the low-volume program? In fact the University of Minnesota did decide to close its agricultural-oriented Wasca campus. Mr. Berg says costs drove the decision.

The University of Michigan is relying less on the state than it used to. In 1981-82, the university got \$151-million from the state and \$114-million from student tuition and fees. In 1990-91, the state's share was \$270-million, the students' \$294-million. Tuition doubled in that period.

"I don't think there has been any perceptible change in how we do business around here," says Richard L. Kennedy, vice-president for government affairs.

Government & Politics

There is a continuing basic obligation that toward the state of Michigan." But Mr. Kennedy says as the decline in state support continues, "It does call into question what constitutes a public university." The public-university policy that might be debated is the rule that at least 75 per cent of the students be Michigan residents. The rule has been attached to legislation appropriating state money for universities since the late 1980's.

Unsuccessful Efforts

Although university officials have not yet successfully eliminated the 70-per-cent rule, Mr. Kennedy says the recent years are committed to abiding by it for as long as money becomes tighter and income from out-of-state tuitions appears more tantalizing. "You do have to wonder how long you can maintain that," Mr. Kennedy is quick to note, however, "no amount of tuition or fund raising can replace essential state support for an enterprise that is this big and this vast."

Justice Dept. Documents Provide New Information About 'Overlap' Activities

Continued From Page A1

State how much money their institutions "saved" by participating in the association—and savings were significant.

Some members of the Overlap Group accused other members of "cheating" under the group's rules to attract the best students—and particularly athletes.

The Justice Department documents were filed with a Federal District Court in Philadelphia. It is expected to hear the department's case against MIT next month. The department last year charged MIT and the eight Ivy League institutions with violating antitrust law through participating in the Overlap Group. While all of the colleges have denied wrongdoing, the eight Ivy institutions agreed to a consent decree with the department to resolve the case. Under the decree, the colleges agreed to stop participating in Overlap.

Many college officials, citing the case against MIT, declined to comment on the Justice Department's interpretation. But William G. Bowen, the former president of Princeton University and the current president of the Andrew W. Mellon Foundation, said the department was misapplying antitrust laws.

Advancing Social Values

"These laws were designed to prevent organizations from restricting outputs and restricting profits. But in education, the adherence to need-based aid has had the purpose of improving access and advancing social values," said Mr. Bowen, who is expected to testify at the trial on behalf of MIT.

Mr. Bowen filed his own brief with the court, and largely on the themes outlined by Mr. Bowen: that the Overlap arrangement helped students and that antitrust laws does not apply to the colleges institution. MIT also has hired an economist to testify that Overlap participation would not lead to higher costs for students.

The department's brief in the case, however, provides the first detailed look at the strategy that led it to charge some of America's most prestigious universities with violating antitrust laws. Throughout the brief, Justice Department officials have argued that Overlap policy of not competing on investigations.

The Justice Department brief portrays the Overlap Group as a price-fixing operation designed to prevent students admitted to more than one Overlap institution

Mr. Coor of Arizona State says the level of state support does often influence the institution's focus. At the University of Vermont, where he used to be president, the institution received less than 15 per cent of its budget from the state; at ASU state funds cover about 53 per cent.

"It's a question of emphasis and ownership," says Mr. Coor, comparing the two institutions. "ASU has a much deeper and fuller set of programs for the state in which we live. We have a much closer tie to the K-12 and community-college systems, and more substantial investments in public-policy research."

For Mr. Coor, the trend of declining state support is of particular concern, because he believes that low tuition remains the best way to advance educational opportunity. He credits the low tuition in his state—\$1,600—for the high proportion of minority students enrolled. At ASU, 26 per cent of the freshmen are minority students.

But people like Mr. Breneman, an advocate of the high-tuition-high-aid model for

the financing of public higher education, say college leaders would be better off recognizing that privatization is here to stay, and begin shifting their emphasis to lobbying for financial aid. He says states will continue to rely on higher tuitions to support public colleges because it makes sense. For other programs, such as indigent health care, "it's less clear there's a reasonable alternative."

Guaranteed Annual Appropriation

Edward T. Lewis, president of St. Mary's College of Maryland, says that was precisely the concern that prompted him to seek "autonomy" for his institution. This year St. Mary's won approval from the General Assembly to operate more freely from state budgeting and accounting procedures. The institution has been guaranteed its annual appropriation in a single grant that is supposed to increase annually according to a set index.

The St. Mary's proposal goes farther than those approved for public colleges in

footnote says: "In its effort to characterize Overlap as a nefarious undertaking, the [antitrust] division emphasizes instances of aid officers' meeting in the middle." To the contrary, the practice is a fitting illustration of Overlap's revenue-neutrality. If Overlap had been intended to enhance revenues, schools would have gravitated toward lower need assessments."

Thane D. Scott, MIT's lawyer, said that the Justice Department's references to colleges' saving money were "one half of a very complex picture." Said Mr. Scott: "The question that needs to be asked is what was done with the money that was saved. The answer to that question is that those savings were spent by these schools in additional financial aid. To present that

Florida and North Carolina, or proposed in Illinois, because the law also allows the institution to control its own tuition. College officials say they expect to double their tuition, to \$5,000 in five years, and also to double institutional spending on financial aid to as much as \$1.6-million.

As an institution espousing a high-tuition-high aid philosophy, and a public college operating autonomously, St. Mary's will become, in effect, an example of the "privatized" public institution—although Mr. Lewis flinches at the description.

"We're certainly still a state institution," he insists. Although the liberal-arts college does not emphasize state-oriented research, Mr. Lewis says one way it will preserve its "public" character is to keep the diversity of the student body.

As long as the college carries out that promise and is successful, he says politicians won't abandon it. "When you have a record of achievement, they want to support you." They don't say "you're doing well enough."

ticularly the Provost (James Rosse, an economist who specializes in antitrust matters), continues to be troubled by the possible analogy of Overlap (pre-notification price-fixing, as it were), and restraint of trade. Accordingly and despite our arguments to the contrary, we doubt very much that Stanford would entertain an invitation from the Ivy Group in the near term for anything like full-scale Overlap."

'Many Schools Interact'

Mr. Scott acknowledged that MIT and the Ivy League institutions had held discussions with Stanford on the aid process, but he declined to say whether Stanford had been invited to join Overlap. "Many schools interact with professional colleagues on the subject of need analysis. It's no surprise that they interacted with Stanford on this matter," Mr. Scott said.

Mr. Rosse, who has since left Stanford and is now president of a newspaper chain in California, said in an interview last week that he did remember Overlap asking Stanford to consider joining and that he did turn down the offer because he was "worried" about whether Overlap was legal.

The Justice Department briefs also say that additional evidence that the Overlap group was a cartel can be found in university documents that indicate that "cheating" on Overlap rules was met with "vigorous complaints" from other Overlap members.

For example, the brief includes a copy of a handwritten letter sent from one Dartmouth College official to another, complaining about Harvard's decision to change an aid award for a star soccer player without letting Dartmouth know about the change. The letter says that, twice in a week, Harvard reduced someone's family contribution without telling Dartmouth.

"Either we have an agreement or we stick to it or we do not have any agreement. I'm tired of being taken advantage of," the letter says.

The brief also notes that a "miscalculation" by Princeton of the aid to be awarded to a star swimmer "became a major incident" discussed by Ivy League presidents.

In addition, the brief notes that many Ivy League officials were furious when Princeton in 1987 started a program to offer \$1,000 in research funds to selected incoming freshmen. Princeton denied that the program, which was abandoned after three years, was a merit scholarship, but other Ivy administrators disagreed. One called the Princeton claim "sophistry."

"The question that needs to be asked is what was done with the money that was saved. The answer to that question is that those savings were spent by these schools in additional financial aid."

practice of "meeting in the middle" was questionable. It quotes a 1988 Harvard document as saying to financial-aid negotiators for Overlap meetings: "Don't just say 'met Brown 1/2 way'—say more specific reason for change."

And it quotes a Harvard financial-aid official, after a May 1989 article in *The Wall Street Journal* raised questions about the Overlap Group's activities, as writing: "If we decided to continue with the Overlap process but stick to our guns about what contribution feels right for each family (instead of trying so hard to 'meet in the middle'), we would probably spend about \$250,000 more on student aid."

The same article in *The Wall Street Journal*, according to the Justice Department, prompted Yale's general counsel to discuss "legal concerns" about Overlap with lawyers from other Ivy institutions.

The brief also cites the \$250,000 figure as evidence that Overlap participation had the effect of saving colleges money. William R. Fitzsimmons, dean of admissions and financial aid at Harvard, said that university lawyers had decided that no one from the university should comment on the Justice Department brief. Yale's general counsel, Dorothy K. Robinson, said she could not comment except to disagree with the department's brief.

A footnote to MIT's brief takes issue with the Justice Department analysis. The

STATES NOTES

- 18 college presidents weigh plea bargains in contributions case
- CUNY moves to strengthen academic preparation of its students

Eighteen Ohio college presidents have been offered plea bargains in connection with criminal investigations into their roles in making illegal campaign contributions through the Ohio Technical and Community College Association.

Franklin County prosecutors confirmed that they had met with 18 presidents and advised them that they could face felony and misdemeanor charges, including theft in office, tampering with records, and violation of election laws. Plea bargains were discussed in the meetings.

According to several state and federal investigations, the association collected funds from some or all of its 24 member colleges and then funneled the money to influential state legislators as campaign donations. Separate investigations of the association's president also are under way.

Richard Whitehouse, head of the economic-crime unit of the prosecutor's office, said 16 of the 18 presidents had been offered the chance to plead guilty to the least severe of the potential charges and enter the county's pre-trial diversion program. He said he could not identify the 18 presidents, or indicate how many had accepted the plea bargain.

The diversion program, commonly offered to first-time, non-violent offenders, is similar to probation and generally lasts one year. It would allow the presidents to have the guilty pleas expunged from their records if they fulfilled the program requirements and avoided other brushes with the law.

Two of the presidents were not offered the diversion option. Mr. Whitehouse said, because prosecutors believed their involvement was more substantial than the others'.

Mr. Whitehouse said he expected that the status of the charges against all presidents would become clearer later this month, when prosecutors expect the guilty pleas to be entered. At the same time, prosecutors plan to convene a grand jury and will seek indictments against those presidents who have not already pleaded guilty.

The City University of New York has adopted rules to insure that all students take college-preparatory courses—even if the students have to take those courses after they're enrolled in college.

The new rules, adopted by the CUNY Board of Trustees last month, establish a model high-school curriculum of 16

courses that all CUNY students would be encouraged to have completed before entering college. The curriculum includes courses in mathematics, English, science, social studies, foreign languages, and the arts.

The rules are similar to minimum entrance requirements used by other public institutions and states. But to forestall criticism that it was ending the system's long-held tradition of open admissions, CUNY's new rules allow students to fulfill the requirement after they have enrolled, but before they graduate.

"It was never a question that this would in any way alter open admissions," said Ronald M. Berkman, dean for urban affairs. He said CUNY officials hoped that most students would meet the requirements while in high school. Today, more than half of New York City's high-school graduates have not taken the recommended 16 courses. CUNY draws most of its students from the city school system.

The minimum course requirements were developed in a two-year cooperative effort by faculty members and administrators from CUNY and the public-school system. The requirements will be phased in between 1993 and 2000.

—GOLDIE BLUMENSTYK

House and Senate Vote to Eliminate \$90-Million in College Earmarks

By JACK GOODMAN

WASHINGTON
The House of Representatives and the Senate both voted last week to eliminate more than \$90-million in earmarks for college projects in fiscal 1992 spending bills. The money, which has already been approved by Congress and signed into law by the President, is for projects that were not subject to merit reviews.

Both sets of proposed rescissions are part of larger bills that would cut several billions of dollars in approved spending. The Senate version also would cut portions of the budgets of the National Institutes of Health and the National Science Foundation which are financing merit-reviewed projects, but which some Senators argue are wasteful. The House version would make some small, across-the-board cuts in education and health-research programs.

Still Would Be a Record

Members of the Senate and the House will now meet to resolve differences between their bills. If the eventual rescission package is approved by the President, the total amount of money earmarked by Congress for specific university projects will be reduced by about 13.6 per cent, from \$684-million to \$591-million. The new figure would still be a record and represent an increase of nearly 20 per cent over the fiscal 1991 amount.

The Senate and House bills are responses to rescission proposals made by the President over the past two months in which he has challenged Congress to cut what

many call "pork" from the fiscal 1992 budget.

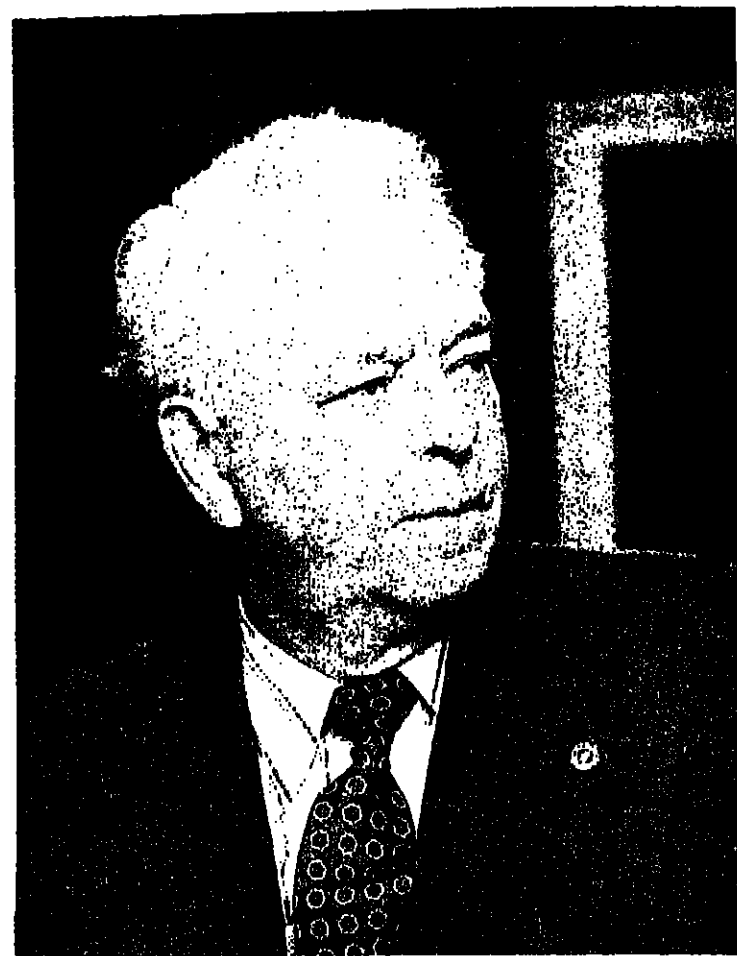
Although both bills cut deeper into the current budget than the President has recommended, they contain only a few dozen of his specific requests. Instead, the appropriations committees replaced the President's political agenda with its own, restoring, most significantly, the Seawolf submarine program. The Senate bill also makes cuts to the Strategic Defense Initiative and the B-2 bomber programs. As a result, the White House has said it will veto the bill. It does not appear that the Senate, which passed its bill by a vote of 61 to 38, would have the votes necessary for an override.

16 Projects Affected

Sen. Robert C. Byrd, a Democrat from West Virginia and chairman of the Senate Appropriations Committee, strongly criticized the Administration's rescission proposals and said the President was "playing petty partisan politics and pandering to the American people," by suggesting that such cuts would have a significant effect on the federal deficit.

The two bills propose identical rescissions of 16 large appropriations for university research and facilities from the Department of Defense's budget. The projects total \$90.9-million. The bills also propose cutting several smaller appropriations from the Agriculture Department's budget, most of which would finance research at land-grant universities.

If the rescissions are enacted Boston University would be most



Sen. Robert Byrd of West Virginia: The Bush Administration's rescission proposals smack of "petty partisan politics."

severely affected. It received a \$29-million grant from the Department of Defense to construct a high-technology research center. Louisiana State University, the University of Minnesota, and Marywood College would each lose \$10-million grants as well. Universities in West Virginia—which have benefited tremendously from Senator Byrd's own efforts to earmark dollars for them—would lose only \$750,000 of the

more than \$65-million reserved for them in the fiscal 1992 budget.

The Senate bill also would cut 34 research grants, three administered by the National Institute of Dental Research, which is part of the National Institutes of Health, and the rest by the National Science Foundation. Mr. Byrd identified them as "examples of executive waste," adding that "you didn't hear any of these items mentioned by the President." The cuts

to the dental-research institute, NSF brought criticism from officials of the agencies and from higher education officials, who noted that all of the grants had been made through peer-review competition and therefore were qualitatively different from Congressional earmarks.

A Form of 'Tit for Tat'

"It's just old-fashioned, god-fleece, anti-intellectual demagoguery," said Robert M. Rosenzweig, the president of the Association of American Universities of the Senate's cuts of the 34 grants. "The easiest way to get laughs is to cut out project names. But the fact that something sounds laughable doesn't mean it's unimportant."

Joel Widder, the director of legislative affairs for the NSF, said he was surprised that Congress had "gotten down to that level of detail," and concluded that the Senate was engaged in a form of "tit for tat," by "saying to the White House, we'll show you things that we think are silly." The National Institute for Dental Research released a statement which said the threatened projects were of "high scientific merit" and that they "have both theoretical and practical significance."

Mr. Byrd of West Virginia spent at least five minutes railing against a \$94,000 grant from the dental-research institute to the University of Gothenberg in Sweden to study "Etiology and Treatment of Dental Fear." "For \$94,000 I can tell you why people fear dentists," he said. "I can tell you for a nickel, for a penny, for nothing at all. Because of the pain! It hurts to go to the dentist. Any child knows that."

'Genuine Lack of Knowledge'
Philip S. Weintraub, a spokesman for the American Dental Association, said Mr. Byrd's comments showed a "genuine lack of knowledge about the science of dentistry."

During the course of floor debate on the Senate bill some senators suggested that the Appropriations Committee's underlying goal actually was to not cut any money at all from the budget. "This bill is designed to be vetoed, and therefore save all spending programs," said Sen. Slade Gorton, a Republican from Washington. "The real goal was to save no money at all."

The House plan, which would not cut \$01 or the B-2 program and was passed overwhelmingly by a vote of 412 to 2, contains a different provision that would affect higher education. It would cut \$5.75-million from the NIH's budget as well as \$620,000 in student financial assistance, and \$240,000 in vocational education, and \$240,000 from higher-education programs from the Education Department's current budget. The cuts would result from a 1 per cent across-the-board rescission of all departmental spending in certain departments.

Sen. Hank Brown, a Republican from Colorado, and Sen. Robert C. Smith, a Republican from New Hampshire, proposed an amendment to the Senate bill that would have enacted 42 rescissions proposed by the President and cut an additional \$60-million from the deficit. It was defeated by a vote of 45 to 55.

Government & Politics

College Representatives Urge Congress to Adopt Compromise Formula for Pell Grants

Continued From Page A25

maximum for the same student living at home would be \$2,520, which could be derived from a basic grant of \$1,800 plus 35 per cent of need up to \$720.

Association officials, acknowledging that Congress may not come up with enough money for grants as large as \$3,120, also agreed upon a plan for how grants of \$2,600 should be distributed. They proposed that students living away from home would receive \$2,000, plus up to \$600 for tuition, while students at home would get \$1,500 plus up to \$600 for tuition. The college officials called the

compromise the best deal possible under current budget conditions. "We're not left with a lot of options in terms of increasing equity and access," said Frank Mensel, vice-president of federal relations for the American Association of Community and Junior Colleges.

Achieving a Compromise

He admitted that he was uncomfortable with the idea of providing lower grants to students who live at home. He said that most students receiving Pell Grants are from families earning less than \$15,000, and many of those who live at home are helping to pay family expenses as

well as paying for tuition and other college bills.

But Mr. Mensel suggested that other types of colleges also had to bend to achieve the compromise. He noted that the tuition component of the formula—35 per cent of tuition up to \$720 for a grant of \$3,120—was "a far cry" from what private-college officials wanted.

Linda K. Berkshire, executive director for education finance at the National Association of Independent Colleges and Universities, agreed that the degree of tuition sensitivity was not great. Thirty-five per cent of tuition up to \$720 would mean that grants would grow up to a tuition of \$2,057 and then level off, she noted.

"Nobody is expecting to see hordes of students cross the border into new types of institutions," Ms. Berkshire said. But she added that getting lawmakers to think of the Pell Grant as the sum of living expenses plus a portion of tuition would benefit private colleges when more money is available.

Easier to Understand

Edward M. Elmendorf, vice-president for governmental relations at the American Association of State Colleges and Universities, said the compromise was valuable because it would keep the various associations from bombarding lawmakers with conflicting plans for distributing Pell Grants.

"It's good policy," he said, contending that it would be easier to understand and more equitable than the current three-part Pell Grant formula that provides some students with more aid proportionate to their need than it provides to their need peers. Under the compromise, he said, "low-income students would have a higher percentage of their need met regardless of where they go to school or how much it costs."

Barmak Nassirian, assistant director of federal relations for the state-college group, said no one would receive less than he or she does now if Congress provided the maximum grant of \$3,120 for residential students and \$2,520 for commuter students. He conceded, though, that some students would get less at lower levels.



Edward M. Elmendorf of the American Association of State Colleges and Universities: The proposed formula is "good policy."

Removing an Inequity
Mr. Nassirian said most of those receiving less would be students who attend colleges that cost \$1,500 or less and who live at home with parents who earn \$20,000 or more. Many of those students now receive the same size grant as needier students at their colleges. By trimming their grants, he said, the formula would remove that inequity.

The changes that the groups agreed to for the complex needs-analysis system were designed to balance Congress's interest in admitting more middle-income students to the aid programs with concerns that such expansion could keep the neediest from getting the larger grants.

One effect of postponing such changes until 1994 could be that the cost of aiding more middle-income students would come due when the government might be better able to pay for it.

That is because a current prohibition on using Defense Department savings for domestic programs will expire in 1994.

Accrediting Agency Wins Federal Panel's Approval Despite 'Diversity Standards'

By GOLDIE BLUMENSTYK

ARLINGTON, VA.
A rancorous debate expected over "diversity standards" in accreditation never materialized last week.

Instead of criticism, a Department of Education panel meeting here proffered praise and a vote recommending continued federal recognition for an accrediting agency that, as part of its reviews of institutions, evaluates colleges' records in recruiting minority students and faculty members.

The absence of debate was surprising because members of the panel and the official they advise, Secretary of Education Lamar Alexander, had previously criticized the use of such diversity standards by another accrediting agency, the Middle States Association of Colleges and Schools. They suggested that the standards forced colleges to use racial quotas.

But the panel raised no such objections over the agency reviewed last week—the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. The agency accredits about 150 two-year colleges in California, Hawaii, and the Pacific Islands.

Federal recognition, which is renewed periodically, is important because only colleges that are ac-

credited by recognized agencies can participate in federal student-aid programs. The Secretary typically makes a final decision on recognition shortly after receiving the panel's recommendation.

Members of the panel said Western's standards allowed institutions greater autonomy in determining how their diversity goals would be applied than did those of Middle States.

Also, the Education Department and members of the National Advisory Committee on Accreditation and Institutional Eligibility said they had received no complaints from institutions about how the standards were being applied.

Recognition Renewed

In the Middle States case, several institutions that had been threatened with the loss of accreditation over the diversity standards had complained about the agency when its recognition came up for review last year.

Although members of Middle States and their supporters said then that the actions of the department and panel had been politically motivated, the accrediting agency eventually softened its diversity policy by making the standards explicitly optional. Mr. Alexander has since renewed the agency's federal recognition.

James H. Daughdrill, Jr., a member of the advisory panel who has criticized Middle States' policy, said Western's diversity policy was better. "There was no threat to academic freedom or institutional autonomy," said Mr. Daughdrill, who is president of Rhodes College.

Another panel member, Bernard Fryshman, called Western's diversity standards and its method of applying them "a model." He said wording in the agency's accreditation handbook stating that "each institution has the responsibility of defining characteristics of quality and excellence for itself," showed that the agency respected differences in institutions' missions.

"It's the mission that determines how the college is going to be judged," said Mr. Fryshman, the executive vice president of the Association of Advanced Rabbinical and Talmudic Schools.

During its fight over renewal of recognition, Middle States' officials had said their diversity policy worked the same way, but Mr. Fryshman said testimony from college officials had suggested otherwise. Middle States' "signals were not clear," he said.

John C. Petersen, executive director of the Western commission, said the absence of complaints from colleges helped his agency.

But he said other reasons might account for the panel's change of heart. "It may have to do with people re-thinking it. It may have to do with who's here at the meeting." Some of the 15-member panel's most outspoken critics of the diversity standards—including Clark University philosophy professor Christina Hoff Sommers and Illinois newspaper publisher John Hirschfeld—did not attend.

'Absolutely' Political

Mr. Petersen, who said the furor over Middle States seemed "absolutely" political, said politics might also account for the change in climate last week. "Maybe that issue was perceived as more politically useful at that time than now," he said. Panel members denied that politics had played a part in their deliberations during the Middle States case or last week, although some said others might have taken it that way.

Also, Mr. Petersen said, "the events of recent days have made a lot of us worry a lot more about diversity issues."

He said the riots and racial tensions in Los Angeles and other cities "thoroughly vindicate our strong interest in addressing the broad range of diversity concerns as part of the accreditation of institutions."

WASHINGTON UPDATE

Court orders science board to open meeting

Bankers protest expansion of loan program

Judge rules in Education Dept. default case

A federal judge last week ordered the President's Council of Advisors on Science and Technology to open to the public a portion of a meeting that had previously been scheduled to be held in private.

The case was brought by the Bureau of National Affairs, a publisher of a variety of reports and information services, *Science & Government Report*, and the magazine *Nature*.

U.S. District Judge Thomas R. Hogan said in his decision that the council had violated federal open-meeting laws in planning to close a portion of a meeting held last week by relying improperly on an exemption allowing advisory boards to talk privately about personnel matters.

The meeting dealt with a study of the health of colleges and universities. The judge said that decisions about which staff members would be involved in the study did not fit the exemption.

The judge said, however, that the council could keep closed a meeting it was holding later in the week on high-performance computing because proprietary information was to be discussed.

—STEPHEN BURD

Bankers are urging the Securities and Exchange Commission to block the expansion of a new student-loan program.

The program, called College Credit, is a year-old effort run by the College Board, the Student Loan Marketing Association, the Teachers Insurance and Annuity Association, and the College Reinvestment Equities Fund. TIAA-CREF provided the money for the program. Sallie Mae is servicing and processing the loans, and the College Board is working with campus to provide the loans.

The SEC must approve the further involvement of CREF. The Consumer Bankers Association recently sent a letter to the SEC urging that College Credit damages the student-loan system because it tends to serve students who are from wealthier families and are unlikely to default on their loans.

That leaves other lenders with the riskier loans and could discourage them from participating in student-loan programs, the letter said.

Hal F. Higginbotham, the College Board's vice-president for student assistance services, said that the fears of the bankers were "completely unfounded."

—SCOTT JASCHIK

A federal judge ruled last week that the Education Department had acted improperly in eliminating two institutions from federal student-loan programs.

The ruling could give colleges and trade schools a better chance of winning appeals when they are threatened with being dropped from loan programs under a 1990 budget law. That law terminates institutions if more than 35 per cent of their former students have defaulted on loans in each of three consecutive years.

Most institutions affected by the law have been trade schools, but more non-profit colleges could face elimination in the future when the cutoff rate falls to 30 per cent.

Judge Louis F. Oberdorfer of the U.S. District Court for the District of Columbia ordered that two trade schools be reinstated to the loan programs pending the department's review of their appeals. The two schools were the Atlanta College of Medical and Dental Careers and the Louisville College of Medical and Dental Careers.

The trade schools argued that the government had erred in calculating their default rates and had refused to consider evidence of the errors that they presented to the department. Education Department officials contended that they had reviewed evidence that had been corroborated by the guarantee agencies responsible for backing loans made to students at the schools.

But Judge Oberdorfer ruled that the department was "arbitrary and capricious" in handling the appeals. He said the department had not explained why it did not consider the evidence presented by the schools. —THOMAS J. DELLOUGHY

FACT FILE: Defense Department Contracts to Non-Profit Organizations, Fiscal Year 1991

| Organization | FY 1991 Contract Value | Organization | FY 1991 Contract Value |
|---------------------------------------|------------------------|-----------------------------------|------------------------|
| Johns Hopkins University | \$3,100,000 | Bedford Memorial Institute | \$36,169,000 |
| Massachusetts Institute of Technology | \$20,162,000 | University of Southern California | \$34,860,000 |
| Aerospace Corporation | \$20,136,000 | University of California | \$21,176,000 |
| Mitre Corporation | \$18,767,000 | College Management Institute | \$2,899,000 |
| Rand Corporation | \$18,167,000 | Statewide Health Care Corporation | \$6,178,000 |
| Institute for Defense Analysis | \$17,000,000 | University of Oklahoma | \$2,249,000 |
| Charles E. Draper Laboratory | \$17,000,000 | University of Pennsylvania | \$1,712,000 |
| Pennsylvania State University | \$16,000,000 | University of Maryland | \$1,686,000 |
| University of Texas System | \$15,000,000 | University of Michigan | \$1,668,000 |
| UT Research Institute | \$14,230,000 | University of Illinois | \$1,668,000 |
| South Carolina Research Center | \$13,650,000 | State of New Mexico | \$1,667,000 |
| Carnegie Mellon University | \$13,600,000 | University of Minnesota | \$1,658,000 |
| Analysis Services | \$12,466,000 | University of Wisconsin | \$1,458,000 |
| Clark State University | \$12,458,000 | | |
| State of New York | \$12,458,000 | | |

Federal Agencies Release List of Forthcoming Regulations

WASHINGTON
Federal agencies recently published lists of rules they plan to propose or complete work on in the coming months. Such lists are published twice a year as part of the government's effort to inform the public about forthcoming regulations that might affect their activities. The most recent list appeared in the April 27 issue of the *Federal Register*.

Following are summaries of proposals that affect higher education:

DEPARTMENT OF AGRICULTURE

Animal research. Final rules would require that dogs and cats at nounds or shelters be kept for at least five days and be accompanied by certificates of their source to insure that lost or stolen animals are not used for research. Expected timing: June. Contact: Joan Arnoldi, (301) 436-8323.

Adult requirements. Proposed rules would explain the Department of Agriculture's policy for auditing institutions of higher education that receive funds from the department. Expected timing: June. Contact: Larry Wilson, (202) 720-8345.

Biotechnology research. Final rules would establish non-mandatory guidelines for institutions conducting research that involves releasing into the environment organisms that have been genetically altered. Expected timing: no date set. Contact: Alvin Young, (703) 235-4419.

Black land-grant colleges. Proposed rules would establish the procedures for soliciting and evaluating proposals and awarding grants under the 1890 Institution Capacity Building Grants Program. Expected timing: May. Contact: Richard Hood, (202) 720-7854.

Challenge grants. Proposed rules would establish the procedures for soliciting and evaluating proposals and awarding grants under the Higher Education Challenge Grants Program. Expected timing: May. Contact: Louise Ebaugh, (202) 720-7854.

Food stamps. Final rules would set guidelines for determining student eligibility for the Food Stamp Program and for including or excluding federal student aid when determining eligibility. Expected timing: October. Contact: Scott Strangeland, (703) 305-2279.

Lobbying. Final rules would require groups or individuals to disclose the amount of money they pay lobbyists who work in the areas of contracts, grants, cooperative agreements, or loans. Expected timing: no date set. Contact: Joseph J. Daragan, (202) 720-5729.

DEPARTMENT OF COMMERCE

Fisheries research. Proposed rules would establish a Northern Pacific Fisheries Research Plan with a fee system to finance observers on fishing boats over certain sizes. Expected timing: May. Contact: Steven Pennoyer, (907) 586-7221.

Lobbying. Final rules would prohibit recipients of federal contracts, grants, and loans from using federal money to lobby the government in connection with a specific contract, grant, or loan and would require each recipient of federal money to disclose lobbying activities. Expected timing: no date set. Contact: Barbara Lambis, (202) 377-5817.

Patents. Proposed rules would allow patent applicants to file applications electronically. Expected timing: June. Contact: V. Douglas Hines, (703) 305-9330.

Patents. Proposed rules would clarify agency requirements for determining the eligibility of extending patent terms and for filing for extensions. Expected timing: July. Contact: Charles E. Van Horn, (703) 305-9054.

Patents. Proposed rules would modify the processing of patents to liberalize the policy on signing disclaimers. Expected timing: May. Contact: Abraham Herschkowitz, (703) 305-9285.

Patents. Proposed rules would clarify the requirements for patent drawings and expedite patent-drawing procedures. Expected timing: May. Contact: Jeffrey V. Nase, (703) 305-9285.

Patents. Final rules would implement the International Convention for the Protection of New Varieties of Plants, which requires the registration of the

name of a plant variety at the time a patent is issued. Expected timing: November. Contact: H. Dieter Hoinke, (703) 305-9300.

Scientific research. Proposed rules for domestic and foreign fishing would define "scientific research" as discussed under the Magnuson Act, which regulates fishing. Expected timing: May. Contact: Marilyn Luipold, (301) 713-2292.

DEPARTMENT OF DEFENSE

Research grants. Proposed rules would permit grants to be made in some cases on a non-competitive basis to colleges and universities for research and development or for construction of facilities. Expected timing: no date set. Contact: Owen Greco, (703) 697-7266.

DEPARTMENT OF EDUCATION

Age discrimination. Final rules would establish regulations on the department's investigations and enforcement actions related to the Age Discrimination Act. Expected timing: May. Contact: Michael L. Williams, (202) 732-1213.

Disclosures. Proposed rules would carry out the Student Right-to-Know and Campus Security Act, which requires colleges to report information on campus crime, graduation rates, and athletic programs. Expected timing: May. Contact: Paula Husselmann, (202) 708-7888.

Drugs. Proposed rules would change regulations governing programs to prevent the use of illegal drugs by college students. Expected timing: May. Contact: Donald Fischer, (202) 708-5771.

Student aid. Proposed rules would carry out provisions of the Higher Education Technical Amendments of 1991 that require a college student without a high-school diploma to show an ability to benefit from further instruction in order to be eligible for federal financial aid. Expected timing: May. Contact: Cheryl Leibovitz, (202) 708-7888.

Student aid. Proposed rules would amend the Student Assistance General Provisions regulations to clarify procedures for disciplinary hearings for institutions participating in the Student Financial Assistance Program. Expected timing: June. Contact: Fred J. Marinucci, (202) 401-2732.

Student aid. Final rules would govern emergency actions against colleges and universities to deny them eligibility to participate in student-aid programs and would allow for hearings before an institution is denied eligibility. Expected timing: June. Contact: Carol F. Sperry, (202) 708-4906.

Student aid. Final rules would explain the requirements colleges must meet to be eligible to participate in federal student-aid programs. Expected timing: July. Contact: Carol F. Sperry, (202) 708-4906.

Student aid. Final rules would permit applicants for foreign-language-training grants to apply for multi-year grants. Expected timing: July. Contact: Joseph Belmonte, (202) 708-7283.

Student aid. Final rules would amend the provisions of student-aid regulations related to Selective Service requirements and make various other changes in the general provisions of the student-aid regulations. Expected timing: June. Contact: Carney M. McCullough, (202) 708-7888.

Student aid. Final rules would require colleges to confirm the immigrant status of non-citizens who are applying for student aid. Expected timing: May. Contact: Claude B. Denton, (202) 708-4601.

Student aid. Final rules would make the Supplemental Educational Grant Program consistent with the Pell Grant Program with respect to collecting overpayments mistakenly made to students. Expected timing: May. Contact: Harold F. McCullough, (202) 708-4690.

Student aid. Final rules would make technical changes in campus-based federal student-aid programs. Expected timing: May. Contact: Harold F. McCullough, (202) 708-4690.

Student loans. Final rules would carry out legislative and administrative changes in guaranteed student-loan programs. Expected timing: June. Contact: Pamela Moran, (202) 708-8242.

Student loans. Proposed rules would implement provisions of the Emergency Unemployment Compensation Act of 1991. Expected timing: May. Contact: Pamela Moran, (202) 708-8242.

Student loans. Final rules would outline procedures for protecting students who have borrowed under the Guaranteed Student Loan Program when their colleges or trade schools shut down. Expected timing: June. Contact: Pamela Moran, (202) 708-8242.

Vocational education. Final rules would carry out changes in vocational-education programs required by the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990. Expected timing: May. Contact: Sharon Jones, (202) 732-2470.

Vocational education. Final rules would implement certain provisions of the National Literacy Act of 1991 as well as various new programs. Expected timing: May. Contact: Thomas L. Johns, (202) 732-2241.

DEPARTMENT OF HEALTH AND HUMAN SERVICES

AIDS research. Proposed rules would establish procedures for the AIDS Research Loan Repayment Program, in which the federal government will repay the education loans of people working on AIDS research at the National Institutes of Health. Expected timing: May. Contact: Marc Horowitz, (301) 496-0357.

Audits. Final rules would carry out Office of Management and Budget directives concerning standards for auditing colleges and universities that receive federal grants. Expected timing: September. Contact: Edward M. Tracy, (202) 401-2806.

Biomedical research. Proposed rules would make technical changes in the Minority Biomedical Research Support Program. Expected timing: May. Contact: John J. Migliore, (301) 496-4606.

Grants. Proposed rules would make various technical changes in the construction-grants program of the National Institutes of Health and add new rules for recovering grants for facilities where biomedical research is no longer performed. Expected timing: May. Contact: John J. Migliore, (301) 496-4606.

Research grants. Proposed rules would make technical changes in the department's regulations for research grants. Expected timing: May. Contact: John J. Migliore, (301) 496-4606.

Research grants. Proposed rules would make technical changes in the regulations covering grants for prevention and control projects under the National Heart, Lung, and Blood Institute. Expected timing: May. Contact: John J. Migliore, (301) 496-4606.

Research grants. Proposed rules would revise regulations governing grants for health-services research and grants for health-services research centers. Expected timing: July. Contact: Linda K. Demko, (301) 227-8433.

Research grants. Final rules would alter the regulations for National Institutes of Health Center Grants, as required by the Health Research Extension Act of 1985. Expected timing: May. Contact: John J. Migliore, (301) 496-4606.

Research on hazardous substances. Proposed rules would govern the new Hazardous Substances Basic Research and Training Program. Expected timing: May. Contact: William A. Suk, (919) 541-0797.

Student loans. Final rules would establish performance standards for measuring school, lender, and holder default rates for the Health Education Assistance Loan Program. Expected timing: May. Contact: James W. Farrington, (301) 443-1173.

Student loans. Final rules would alter the regulations governing the Health Education Assistance Loan Program, as required by the Health Professions Reauthorization Act of 1988. Expected timing: May. Contact: Stuart Weiss, (301) 443-1540.

Student loans. Final rules would alter the procedures for making default claims under the Health Education Assistance Loan Program. Expected timing: May. Contact: Michael Heningsburg, (301) 443-1173.

Student loans. Final rules would change the payment schedule the department uses to pay back the loans of participants who provide health care in federally designated areas under the National Health Service Corps Loan Repayment Program. Expected timing: May. Contact: Rhoda Abrams, (301) 443-2330.

Training grants. Proposed rules would establish a set of standing regulations that would be applicable for current and future training-grant programs.

Training grants. Proposed rules would standardize administrative procedures for the American Indian adult-education program. Expected timing: August. Contact: Reginald Rodriguez, (202) 208-4871.

Grants. Proposed rules would revise department policies that govern grants for higher education. Expected timing: June. Contact: Reginald Rodriguez, (202) 208-4871.

Lobbying. Final rules would prohibit recipients of federal contracts, grants, and loans from using the money to lobby the executive and legislative branches of the federal government. Expected timing: no date set. Contact: Dean A. Titcomb, (202) 208-3433.

Patents. Proposed rules would set forth the department's policy for an inventor's patent rights when an invention is made with the assistance of federal funds. Expected timing: no date set. Contact: Dean A. Titcomb, (202) 208-3433.

Sex discrimination. Proposed rules would implement Title IX, which prohibits discrimination on the basis of sex in any education program receiving federal financial assistance. Expected timing: September. Contact: Melvin C. Fowler, (202) 208-3435.

Tribal colleges. Proposed rules would change the regulations for the distribution of funds to tribally controlled community colleges. Expected timing: July. Contact: Reginald Rodriguez, (202) 208-4871.

Expected timing: May. Contact: John J. Migliore, (301) 496-4606.

Volunteers. Proposed rules would authorize the Secretary to accept the services of special volunteers at the National Institutes of Health. Expected timing: December. Contact: Stephen C. Benowitz, (301) 496-3592.

DEPARTMENT OF THE INTERIOR

Adult education. Proposed rules would standardize administrative procedures for the American Indian adult-education program. Expected timing: August. Contact: Reginald Rodriguez, (202) 208-4871.

Grants. Proposed rules would revise department policies that govern grants for higher education. Expected timing: June. Contact: Reginald Rodriguez, (202) 208-4871.

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DEPARTMENT OF JUSTICE

Foreign students. Proposed rules would revise reporting requirements for institutions with non-immigrant foreign students. Expected timing: October. Contact: Pearl B. Chang, (202) 514-3946.

Foreign students. Final rules would change foreign-student employment authorization procedures to conform with regulations in the Immigration Reform and Control Act of 1986. Expected timing: no date set. Contact: Pearl B. Chang, (202) 514-3946.

Foreign students. Final rules would clarify regulations that permit students with F-1 visas who are in good academic standing to work off their campuses. Expected timing: no date set. Contact: Pearl B. Chang, (202) 514-3240.

DEPARTMENT OF LABOR

Foreign students. Final rules would carry out regulations that require off-campus employers who hire students on F-1 visas to attest to the department and to the student's college that the employer has recruited widely for the position. Expected timing: September. Contact: Karen R. Keesling, (202) 523-8305.

Foreign students. Final rules would carry out regulations that require off-campus employers who hire students on F-1 visas to attest to the department that the employer has recruited for at least 60 days and will pay certain wages. Expected timing: September. Contact: Grace A. Kilbane, (202) 535-0174.

DEPARTMENT OF THE TREASURY

Charitable contributions. Final rules would stipulate eligibility for tax deductions in cases where donors have income in the United States and abroad. Expected timing: December. Contact: Carl M. Cooper, (202) 566-6795.

Contributions of property. Final rules would create requirements for taxpayers seeking deductions for donations of property valued at more than \$5,000 to substantiate their estimate of the value of the property. Expected timing: no date set. Contact: Stuart Spielman, (202) 566-3980.

Investments. Final rules would determine whether tax-exempt organizations should pay unrelated business income tax on income from investments from a securities portfolio. Expected timing: no date set. Contact: Jerome P. Walsh Skelly, (202) 566-3505.

Partnerships. Proposed rules would govern the taxation of partnerships that earn income from debt-financed property, where more than one partner is a tax-exempt organization. Expected timing: no date set. Contact: Christopher Kehoe, (202) 377-9665.

Research. Proposed rules would clarify the definition of "research and experimental expenditures" under section 174 of the Internal Revenue Code. Expected timing: October. Contact: E. J. Scholten, (202) 535-9540.

Scholarships. Final rules would clarify when certain portions of scholarships or fellowships could be treated as taxable income. Expected timing: no date set. Contact: Kelly Richardson Berg, (202) 566-3861.

Government & Politics

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WASHINGTON ALMANAC

New Bills in Congress

Copies of bills may be obtained from Representatives (Washington 20515) or Senators (Washington 20510).

HOUSE OF REPRESENTATIVES

Animal patents. HR 4989 would impose a five-year moratorium on the granting of patents for genetically modified animals. By Representative Cardin (D-Md.).

Health-professions education. HR 4846 would make federal grants to health-professions schools and students attending them conditional upon the institutions' training all students in identifying and treating victims of domestic violence. By Representative Wyden (D-Ore.).

Salutella network. HR 5057 would authorize loans to acquire a satellite communications system for the establishment of a single, nationwide distance-learning network. By Representative Brown (D-Cal.).

Vocational training. HR 5038 would modify

the federal vocational training system by establishing centralized sources of information and services, a voucher system to tailor training to individual needs, and certification requirements to insure high standards of training. By Representatives Goodling (R-Pa.) and Gunderson (R-Wis.).

SENATE

Defense Language Institute. S 2636 would provide an academic rank and salary structure for the Defense Language

Business & Philanthropy

Yale Opens a Campaign for \$1.5-Billion, Largest Drive in U.S. Higher Education

By JULIE L. NICKLIN

Yale University has announced a five-year, \$1.5-billion capital campaign, the largest fund-raising drive to date in American higher education.

Already, the campaign has received \$571.2-million in pledges and gifts, putting the university at 38 per cent of its goal. The amount includes a \$50-million gift from the philanthropist and 1929 Yale alumnus Paul Mellon—a donation that kicked off the campaign's public announcement this month.

"We want to insure that Yale will enter its fourth century as a model of academic excellence for the world," Yale's president, Benno C. Schmidt, Jr., said as he opened the drive.

The announcement comes at a time when Yale, like many universities, has angered many students, professors, and staff members because of its efforts to pare its budget. Yale, which expects a \$15-million deficit this year on its \$799-million operating budget, has laid off about 100 employees and reduced some services. It is now planning cutbacks in academic programs and faculty positions.

If the campaign's goal is met, Yale officials plan to add \$500-million to the university's \$2.6-billion endowment to support, among other things, student scholarships and faculty positions. Some \$500-million

would be put into academic programs, and the remaining \$500-million would be used for building repairs. Yale faces costs for deferred maintenance as high as \$1-billion, administrators estimate.

Although many professors, students, and staff members on the campus support the campaign's objectives, about 100 graduate students attended the announcement ceremony to hand out fliers that asked donors to "pay close attention to the Administration's stewardship of Yale's resources." In the past year, unions representing Yale's clerical and technical workers, and a group representing graduate students have charged that Yale has become too businesslike in its spending priorities. They have charged that Yale isn't concerned about its employees' needs.

A Difficult Challenge

Yale officials declined to comment on the graduate students' efforts, but said the drive's goals would match Yale's future needs. "The university simply has to raise the money to do the bulk of that repair work and has to raise enough to counter the erosion of the sources of revenue," said Martha K. Matzke, director of public affairs and associate secretary of the university. Like many institutions, Yale faces a difficult challenge in trying to balance revenue from tu-

ition, endowment earnings, and federal grants with such expenses as financial aid and employee salaries and benefits. To free up several million dollars annually, Yale is considering increasing the amount of its endowment earnings that it spends each year. The university now spends an amount equivalent to about 4.5 per cent of the market value of its endowment.

\$370-Million in 1970's

The fund-raising drive is Yale's first since the university raised \$370-million from 1974 to 1978. It also makes Yale the most ambitious of the universities now engaged in big fund-raising drives. The University of Pennsylvania and Columbia and Cornell Universities are in the midst of campaigns ranging from \$1-billion to \$1.25-billion. Stanford University in February closed its \$1.1-billion campaign with \$1.3-billion in pledges and gifts. Harvard University reportedly is planning a campaign that could seek to raise as much as \$2-billion.

Yale, which began collecting gifts for the campaign about two years ago, is counting toward the amount received so far donations totaling \$85-million from the Bass family of Texas. Mr. Mellon's gift includes a group of William Blake's books and watercolor illustrations. It also establishes a \$25-million endowment for the Yale Center for British Art. The campaign's success so far "represents a higher level of giving to Yale than at any time in its history," President Schmidt said.

Fund Gives Spelman College Stock Valued at \$37-Million

ATLANTA

Spelman College will receive stock valued at \$37-million from a fund set up by the founder of the Reader's Digest Association Inc. The gift is the largest ever to a historically black college. Spelman held the previous record as well, set in 1988, when the actor Bill Cosby and his wife, Camille, gave the college \$20-million.

The DeWitt Wallace/Spelman College Fund, which was established in New York 11 years ago, has been giving the

"It costs to provide a quality education. It costs to have state-of-the-art facilities and well-trained professors."

income earned on its principal to the college. It will transfer the principal to Spelman by the end of the year. The principal is made up largely of stock in Reader's Digest, the publishing company that Mr. Wallace founded in 1922. Mr. Wallace, who died in 1981, was a long-time donor to the college.

Spelman officials say the new gift will support the institution's "Initiatives for the 90's," a long-range plan to improve the liberal-arts college for women.

"It costs to provide a quality education," Johnnetta B. Cole, Spelman's president, said in an interview. "It costs to have state-of-the-art facilities and well-trained professors. This gift is an inspiration for us to

move into an even more accelerated fund-raising mode."

The new gift will push Spelman's endowment to about \$88-million, from \$51-million. About \$29-million of the gift will go to endow academic scholarships. The remaining \$8-million will strengthen the honors program.

'This Is Good, Solid Stock'

The fund's value fluctuates because it is made up largely of stock. Fund managers would not disclose the exact number of shares included, but said fixed-income and cash investments make up a small portion.

Reader's Digest stock was selling for \$46.375 a share on the New York Stock Exchange on March 31. That set the value of the fund—and thus the gift—at \$37-million. By April 30, the value had dropped to \$43.50 a share, bringing the value to about \$35-million.

Spelman is not worried about the fluctuations and does not plan to sell the stock. "You have to look at the long run," Ms. Cole said. "And the long run says this is good, solid stock."

In 1981, the Reader's Digest Association Inc. created the DeWitt Wallace/Spelman College Fund with about \$1-million worth of non-voting stock.

Since that time, the fund has been managed by the New York Community Trust and has grown in value. Spelman has received the annual income earned on the principal, which brought the college \$865,000 in 1991. Terms of the fund's creation stipulated that its principal be turned over to the college this year. —JULIE L. NICKLIN

Annenberg Fund Gives USC \$24.6-Million, the University's Largest Single Gift Ever

LOS ANGELES

The University of Southern California has received its largest single gift ever—\$24.6-million from the Annenberg Foundation to support communications programs.

The foundation was established by Walter H. Annenberg, former chairman of Triangle Publications and former Ambassador to Britain. Including last week's donation, Mr. Annenberg has given \$65-million to the university. His \$3-million gift in the early 1970's helped endow the communications school that bears his name. During the university's most recent capital campaign, which raised \$557-million before it ended in 1990, Mr. Annenberg donated a total of \$28.2-million.

The recent gift, however, has raised some questions over how

much money the Annenberg School for Communication will receive altogether. Over the past four years, the Annenberg Foundation annually has given \$2.9-million to support the school. University officials say the \$24.6-million gift, which will be spread over eight years, replaces that grant arrangement and will allow money to be used for various communication programs. Cornelius J. Pines, USC's provost, said the university had not determined how much would go to the Annenberg School.

Last week's gift to the university is the latest in a series of major donations by Mr. Annenberg to charitable causes. In 1990, he pledged \$50-million to the United Negro College Fund and \$10-million to the University of Pennsylvania.

—LIZ McINTOSH

Students



About 400 students marched from the Washington Monument to the White House to demand that President Bush file federal charges against the Los Angeles police officers.

On Campuses Across the Country, Outrage and Disgust Greet Acquittals of Police Officers in Los Angeles

By MARY CRYSTAL CAGE

The acquittal of four white Los Angeles police officers accused of using excessive force to arrest Rodney G. King has galvanized colleges and universities across the country.

The controversial verdict brought administrators, professors, and students at some institutions together to voice their outrage. At others, the outcome of the trial forced long-simmering racial tensions to the boiling point. In the aftermath, college officials are trying to decide what to do next.

Jennifer Hansen, a University of Michigan senior majoring in American culture, said she was surprised by the verdict, but not by the violence that followed its announcement. "There's a lot of disgust and anger toward the government" among students, she said. "I think the 90's are going to be a really turbulent decade."

The academic year was coming to an end on many campuses when the jury returned its controversial verdict. Even so, students interrupted their preparation for finals to demonstrate their outrage. In many cases administrators and faculty members joined them.

At the University of Massachusetts at Amherst, students protesting the King verdict soon focused their anger on long-standing campus complaints. A group of protesters forced their way into the office of *The Daily Collegian*, the campus newspaper, to condemn last month's vote by the paper's predominantly white staff to replace three minority editors. Later the protesters occupied the chancellor's office for several hours until administrators set a

timetable for hiring more minority faculty members.

A handful of University of Michigan students chose commencement to express their anger at the Los Angeles verdict. They included Desmond Howard, the 1991 Heisman Trophy winner, who taped the words "The King Verdict" on top of his cap, and "A Scar for Life" on his gown. Asked to explain, Mr. Howard called the decision a "legal lynching."

About 400 students—most of them from Howard University—marched from

the Washington Monument to the White House to demand that President Bush file federal charges against the Los Angeles police officers. Thomas Mitchell, a second-year law student at Howard, said: "Despair and frustration with this system of justice have resulted in cities in uproar."

Brandeis University's Faculty Senate issued a statement in support of the U.S. Justice Department's investigation of the beating. Said David G. Gill, director of the

Continued on Page A36

Students in Atlanta Angered by Confrontations With Police in the Wake of the King Verdict

By JOYE MERCER

Nearly 100 women, clasping hands in a circle in the center of Spelman College's campus, stood solemnly in the late evening sun almost a week after the Rodney G. King verdict sparked protests in communities across the nation, including their own.

One by one, beckoned by a rhythmic African drum beat, the women gathered, dressed mostly in black. When the circle was complete, some stepped forward to recite poetry, sing, or offer pleas that students join forces to work for justice and use their education to help the powerless. "I ask you, my sisters: How much is too much, and when will we ever again be now?" asked one.

The Spelman women said the vigil was a way to begin the healing process. But they said it also nudged them forward, beyond

the sadness and frustration that has gripped the Atlanta University Center in the aftermath of the verdict in the King case and the angry confrontations with police that left many students feeling brutalized.

A Mecca for Top Students

The center comprises Spelman, Morehouse—alma mater of Martin Luther King, Jr.—and Morris Brown Colleges, the Morehouse School of Medicine, Clark Atlanta University, and the Interdenominational Theology Center. The historically black institutions cover about 30 square blocks near downtown Atlanta and have long been a mecca for top black students.

The unrest here began when students, a day after "not guilty" verdicts were handed down in the trial of the Los Angeles

Continued on Following Page

SHERMAN FAIRCHILD FOUNDATION
71 Arch Street
Greenwich, Conn. 06830
Facilities. For the science laboratories: \$500,000 to Occidental College.

WILLIAM AND FLORA HEWLETT FOUNDATION
625 Middlefield Road
Menlo Park, Cal. 94025
Support. For the presidential discretionary fund: \$250,000 challenge grant to Centre College (Ky.).

HELEN K. AND ARTHUR E. JOHNSON FOUNDATION
1700 Broadway, Denver 80290
Facilities. For equipment for laboratories and analytical facilities: \$100,000 to Colorado School of Mines.

FLETCHER JONES FOUNDATION
One Wilshire Building
624 South Grand Avenue
Los Angeles 90017
Business education. For a professorship in entrepreneurship: \$1.5-million to U. of the Pacific.
Libraries. To computerize the library catalog: \$160,800 to Saint Mary's College of California.

KRESGE FOUNDATION
P.O. Box 3451
3215 West Big Beaver Road
Troy, Mich. 48067-3151
Facilities. For a new chillier plant: \$750,000 to DePaul U.

LULLY ENDOWMENT
2801 North Meridian Street
P.O. Box 88048, Indianapolis 46208
Counseling. For programs to increase low-income and minority students' access to higher education: \$342,594 over three years to College Board.

Faculty. For programs of faculty development: \$226,299 over three years to Pennsylvania State U.

Institutional advancement. For a continuing-education program for development officers: \$481,400 over three years to Associated Colleges of Indiana.

PRIVATE SUPPORT

Religion. For research on congregations in communities that have undergone significant social and economic change: \$337,939 over two years to Boston U.
—For a study of factors contributing to the growth and decline of the Reformed Church of American denomination: \$138,050 over two years to Hope College.
—For a study of conservative and fundamentalist American Catholics: \$474,154 over three years to Indiana U.
Support. For support of programs: \$488,862 over three years to Marian College (Ind.).

JOSIAH MACY, JR., FOUNDATION
44 East 64th Street
New York 10021
Medical education. For support of programs: \$300,000 to North Carolina Medical Schools Consortium.

ANDREW W. MELTON FOUNDATION
140 East 62nd Street
New York 10021
Support. For support of programs: \$1.3-million challenge grant to Folger Shakespeare Library.
—For programs in the arts and sciences: \$160,000 to Washington U. (Mo.).

CHARLOTTE W. NEWCOMBE FOUNDATION
35 Park Place
Princeton, N.J. 08542
Student aid. For scholarships: \$666,000 divided among 41 colleges and universities in Delaware, Maryland, New Jersey, New York, Pennsylvania, and Washington, D.C.

ALFRED P. SLOAN FOUNDATION
630 Fifth Avenue
New York 10111-0242
Graduate education. For a multidisciplinary graduate program in manufacturing: \$358,900 to Cornell U.

Mathematics. For an experiment in computer-aided home instruction in mathematics: \$330,262 to Stanford U.

Science. For research on modeling supply and demand for scientists in universities and colleges: \$255,706 to Stanford U.

STARR FOUNDATION
70 Pine Street, New York 10270
Student aid. For programs of financial aid: \$200,000 to Pace U.

Gifts & Bequests
Brigance Foundation. For support of programs: \$8-million from the estate of Robert Myers McKimley.
Franklin College (Ind.). For a professorship in business and for scholarships: \$732,327 from the estate of Edna Bala Lacy.
Methodist Theological School in Ohio. For scholarships and for maintenance of a pond on the campus: \$100,000 from Helen G. Dornette.
Morehead State University (Ky.). For scholarships: \$100,000 from the estate of Alva Conrad Scott.

Spelman College. For support of programs: \$37-million from DeWitt Wallace/Spelman College Fund.

University of Iowa. For the college of business administration: \$4-million from John Pappalohn.
University of Kansas. For scholarships: \$300,000 from the estate of Lydia Dye McBurney.
University of Missouri at Rolla. For student aid: \$100,000 from the estate of Morton Deuch.

University of Rhode Island. For a thanatology program in the college of nursing: \$760,000 from the family of Laurence M. Weyker.

University of Southern California. For scholarships in the law center: real estate valued at \$600,000 from Marcus M. and Elisea Kaufman.
—For a professorship in international relations: \$2.5-million from the estate of John A. McCone.

University of Virginia. For the school of engineering and applied science, the graduate school of business administration, the school of commerce, the school of education, and the office of career planning and placement: \$160,334 from Mobil Corporation.

West Virginia University. For the school of Journalism: \$250,000 from Mylan Laboratories.

Colleges in Los Angeles Area Mobilize to Deal With Aftermath of Rioting

BY JACK MCGURDY

LOS ANGELES

Students and faculty members at colleges here turned to "healing activities" last week in the aftermath of the deadliest urban riots in the nation's history. But the healing involved more than talk.

There were classroom discussions, teach-ins, and convocations to ponder the Rodney G. King verdict and the rioting that it triggered. But thousands of students, professors, and college employees also joined street crews to clean up the battered Los Angeles neighborhoods where buildings were torched or looted. And they worked on their own campuses to collect money and food for the residents of those predominantly black and Latino communities that were ravaged in the riot.

USC President on Security Force

The outpouring of aid was far different from the largely muted response after the Watts riots of 1965. "Hundreds of our students are involved in clean-up activities and in distributing food to residents," said Steven B. Sample, president of the University of Southern California, which was in the midst of the worst rioting.

"We'll be talking about the violence and its causes, but right now everyone feels we need less theory and more action in rebuilding the community," Mr. Sample said. "Instead of philosophizing, we are going to be listening to the community a lot to see what needs to be done."

During the rioting, Mr. Sample joined the security force that protected the USC campus, sleeping on the floor of his office one night as fire bombing, shooting, looting, and sirens raged outside. Fires roared out of control at times near USC and other campuses in the general area.

Remarkably, however, USC and the more than 25 other campuses and centers that closed during the riot escaped with but one broken window among them. It was shattered at a parking kiosk at USC.

"Almost miraculously, the University of Southern California has come through these tempestuous times essentially unscathed," Mr. Sample announced in a special campus newsletter. In an interview, he attributed the university's good fortune to a different atmosphere from the one that existed in the 1960's and 1970's, when schools and colleges sometimes were criticized along with the police and politicians for contributing to social injustices.

University Is 'an Important Asset'

"Our relationship with the surrounding community is very different from what it was 30 years ago," he said. "They see the university as an important asset to them now. We never had to call upon the city once for assistance. A lot of credit has to go to the neighborhood."

He said that neighbors may have warned rioters that "they didn't want this institution hurt in any way, shape, or form."

Patricia J. Walnwright, president of Los Angeles Southwest College, a two-year college in the riot area, said her campus had experienced the same good fortune. Neighborhood youths rampaged through shopping areas at the perimeter but did not spill on to the campus.

"It gives a sense of change and of a new direction of the anger," Ms. Walnwright said in an interview. Perhaps, in the eyes of the community, it means the "climate of the institution is more amenable" to mi-

nority issues and concerns, she added. The college, one of nine campuses of the Los Angeles Community College District, has an enrollment that is about 75 per cent black and 25 per cent Latino.

At Los Angeles City College, which is also in the district, campus police came under fire and made 10 arrests in connection with the fires and looting of businesses just across the street from the campus.

Campuses Serve as Encampments

Several college campuses served as encampments for military and fire-fighting units that had been called in to back up the Los Angeles Police Department.

The USC campus served as emergency shelter for about 400 students who were evacuated from dormitories, fraternities, sororities, and apartments surrounding the campus. Many slept in makeshift beds on the floor of an athletic facility. Students in campus dormitories made box lunches for them, and one university cafeteria stayed open around the clock.

Meanwhile, teams of security officers,

administrative staff members, and alumni stood guard overnight in USC buildings that border the campus, and university police officers patrolled nearby streets in cars and golf carts. Special telephone banks fielded more than 20,000 calls from parents and friends, Mr. Sample said.

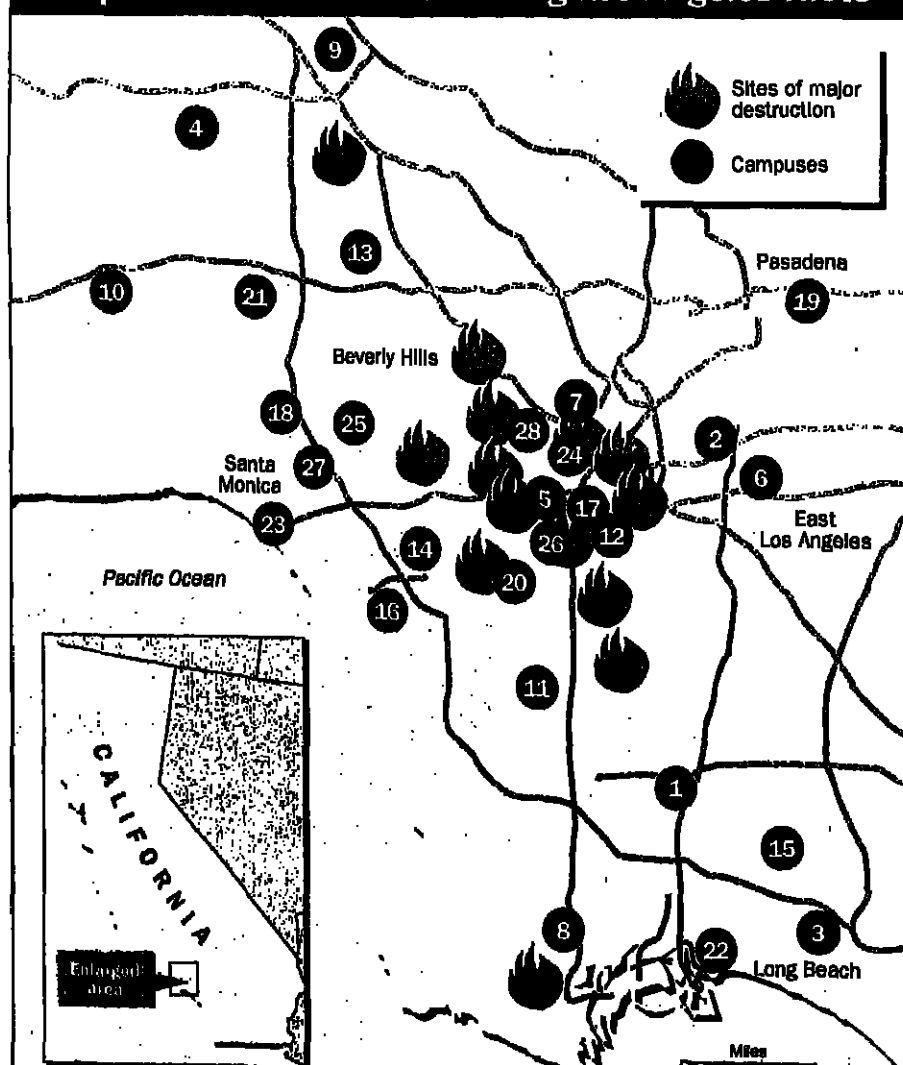
Walking around the campus late at night during the height of the rioting, Mr. Sample said he was filled with pride at the high morale of the thousands of people who were working together. "Where one might have found fear and despair, I instead found strength and quiet confidence," he said. "I felt we were going to be O.K."

The campus rallies against the King verdict—which acquitted four Los Angeles police officers of using excessive force in the beating incident—included one at Loyola Marymount University, where about 400 students conducted a late-night sit-in to block an entrance to the institution, a university spokeswoman said.

In response to student demands, the university agreed to recognize that "institutionalized racism exists on campus" and to expand programs to increase cultural awareness and sensitivity within the university community, she said.

Loyola Marymount also donated \$50,000 to a church that is coordinating relief efforts in the community.

Campuses That Shut Down During Los Angeles Riots



1. California State University-Dominguez Hills
2. California State University-Los Angeles
3. California State University-Long Beach
4. California State University-Northridge
5. Hebrew Union College-Jewish Institute of Religion
6. East Los Angeles College
7. Los Angeles City College
8. Los Angeles Harbor College
9. Los Angeles Mission College
10. Los Angeles Pierce College
11. Los Angeles Southwest College
12. Los Angeles Trade-Technical College
13. Los Angeles Valley College
14. West Los Angeles College
15. Long Beach City College
16. Loyola Marymount University
17. Mount Saint Mary's College-Doherty
18. Mount Saint Mary's College-Chalton
19. Pasadena City College
20. Pepperdine University Educational Center-Culver City
21. Pepperdine University Educational Center-Encino
22. Pepperdine University Educational Center-Long Beach
23. Santa Monica College
24. Southwestern University School of Law
25. University of California-Los Angeles
26. University of Southern California
27. West Coast University
28. Woodbury University

Students Angered by Confrontations With Atlanta Police

Continued From Preceding Page

police officers, began a peaceful protest march to downtown Atlanta. Onlookers joined the marchers and, as anger mounted, the demonstration turned violent. Rocks were thrown through store windows, and some protesters attacked white bystanders.

More than 319 people were arrested during the downtown demonstration, mostly for disorderly conduct and parading without a permit. But city officials said it was difficult to determine with certainty how much damage and injury students had caused because they were joined by other protesters.

Mayor Denies Parade Permit

The next morning, students planned another march, but were told by Mayor Maynard Jackson, himself a Morehouse graduate, that they would not be given a parade permit. Police officers, attempting to keep students from marching downtown anyway, surrounded those who had gathered in Morris Brown's quadrangle by early afternoon.

For the next few hours, in a tense back-and-forth tangle with officers, students ran between the Morris Brown and Clark campuses, yelling at police officers to leave and sometimes pitching rocks and other debris to keep them at bay. In the confusion, two cars were set afire and two stores across from the campus were ransacked. By day's end, about 70 students had been arrested and 22 people injured.

The police eventually fired tear gas into crowds of students to disperse them, and wind blew the fumes through windows and vents of some dormitories and classroom buildings.

"I felt like my throat was on fire," said Marian L. Batts, a Spelman senior who was at Clark when tear gas was fired and was later treated at the college's infirmary. "My face was burning so badly, I was afraid my skin would peel off if I just touched it. I don't know what 1965 was like, but this was the scariest thing I have ever experienced," she said. "The police chief felt very justified in all of his actions, but it shows a lack of respect for us. Has he read the Bill of Rights lately?"

Police Chief Eldrin Bell has defended the actions of city and state law-enforcement officers, saying they were necessary to protect Atlanta from the destruction that Los Angeles had witnessed. Mayor Jackson has refused to apologize to students "because the students did not apologize to the innocent people they hurt."

'A Traumatic Experience'

None of the campus presidents knew of plans for the police deployment in the area until the day it happened, and they were never told that police would drop tear gas, said Leroy Keith, president of Morehouse. "It's been a traumatic and emotional experience for everyone," said Mr. Keith, who estimated he got about four hours of sleep over a 48-hour period during the strike.

Students said the confrontation with the police and the verdict in the King case had strengthened their will to fight for economic and social justice for black Americans.

On campus bulletin boards, signs exhorted students to support their "Black Economic Empowerment Movement" by boycotting non-black businesses. Some business owners capitalized on the move-

Students



Sharon Hall of Spelman: "I know that whites are never going to respect me on face value."



William J. Baldon of Morehouse: "This is racism, which this country was founded on. Police brutality is just a symptom of that."

Rafael Jackson of Morehouse: "The police were there to provoke a reaction when all the students wanted to do was to have a peaceful march."

ment by putting up their own signs, declaring their businesses to be "100 per cent black-owned." Some students closed accounts at Atlanta's two largest banks in favor of doing business with black banks. Student centers, tables were set up to take written complaints from students alleging acts of police brutality.

Reminiscent of the 1960's

Many students here said they were enraged and disheartened to find themselves locked in a scene that was reminiscent of the 1960's. "I've seen the riots of the 60's as a black and white, and I thought this couldn't happen again," said Raymondina Scherer, a Spelman senior who was on Clark's campus during the fracas. "But now, I realize that the changes really were as significant as people thought they were. We have a long way to go."

After friend Sabrina Hall said: "This is a whole way to end up my four years at Spelman. We've heard how wonderful it is to be black women today, and I had felt very good about myself and my chances. Now I know that whites are never going to respect me on face value. I feel helpless. We've been living on Fantasy Island."

Both women decried the violence. But others said that although disturbing, the violence had brought attention to the students' feelings that non-violence might not have—even in a city as important to the non-violent civil-rights movement as Atlanta.

"Although I don't necessarily agree with violence, at least we were heard," said Amy Adkins, a Spelman freshman who saw the melee on television, as it happened. "Normally, I would be advocating peace. Now, I'm angry."

William J. Baldon, a Morehouse senior, said the King verdict was only the spark. "The issue is not just police brutality against blacks. The issue is racism, this country was founded on. Police brutality is just a symptom of that," he said.

Another symptom, students agreed, was the response of city officials, even in a city where the Mayor and Chief of Police are black, to student protesters.

"Do you think they would drop tear gas on Emory's campus?" said Rafael Jackson, a Morehouse senior. "No way. What's next? Moving people like cattle, shooting them? We're not in Vietnam; we're students. The police were there to

provoke a reaction when all the students wanted to do was to have a peaceful march."

Freddie L. Hill, dean of student affairs at Spelman, said she was thankful that the protracted confrontation didn't result in the deaths that marked student demonstrations at Kent State and Jackson State Universities more than 20 years ago.

"I wasn't surprised by the police presence, and we knew the police would do whatever it took to subdue students," she said. "But in spite of everything, the police did not have a right to use tear gas."

'We Became Family'

Despite their anger, students feel "a new sense of urgency about learning, and about applying what you learn," said Ms. Hill, a Spelman administrator since 1988. The greatest test, however, will be what happens next fall, when students return to the campus after the summer has blunted their rage, she said.

Many students say they won't soon forget the image of police officers in riot gear, the suffocating fumes that settled over their campuses, or the insistent buzz of helicopters overhead as police monitored

their movements and local news crews taped the action. Several students said the events had done more to bring the Atlanta University Center institutions together than had any other occurrence in recent memory.

"We didn't always have unity in the AU Center, but when this happened, we became family," said Yvette Nicole Speed, a junior at Clark Atlanta.

Many students planned to continue their boycott of non-black businesses next year and to step up involvement with the surrounding community. In a recent meeting with students, Mayor Jackson announced a three-point plan, including the creation of a student commission to meet regularly with the Mayor and a quasi-city agency to help operate restaurants, stores, and other businesses in the neighborhood near the university center.

But some students were concerned that the violence that erupted in Atlanta and elsewhere in the wake of the King verdict could simply foreshadow what is to come. Said Larry Jones, a Morehouse senior: "They talk about a peaceful solution to problems, but you can't speak a language that America doesn't understand."



PHOTOGRAPH BY BILLY HOWARD FOR THE CHRONICLE

On Campuses Across the Country, Outrage Over Los Angeles Acquittals

Continued From Page A33

University's Center for Social Change and chairman of the Faculty Senate: "We need a massive movement for social justice for all people."

■ Agnar Pytte, president of Case Western Reserve University, issued a statement saying he was stunned by the verdict. He said the case "prompts me to reaffirm our commitment to justice and equity for all members of this campus and to recognize how far we have to go to reach this goal."

■ The chief of police at the University of New Mexico joined 300 protesters on a march from the university to the Civic Plaza in Albuquerque. Don Grady, the chief, said: "I believe it's important for law-enforcement executives to

"It's sort of like how some families only come together at funerals. If anything, I think the lines have become even more defined."

speak out in disagreement with what happened in Los Angeles."

While many students said the events had heightened people's awareness of racial discrimination, few predicted that their campuses would feel a lasting impact, because the events came while students were cramming for finals and preparing to leave for the summer. "It's sort of like how some families only come together at funerals," said Jason Buggs, a senior and president of the Black Student Alliance at the University of Texas at Austin. "If anything, I think the lines have become even more defined."

The verdict came at a time when many black students on the Austin campus were already stinging from the faculty's overwhelming rejection in March of a proposal that would have required students to take multicultural courses. To the extent that the university is viewed as part of the "system," Mr. Buggs said, "this is one more indication that the system doesn't work for us."

Tensions at U. of Washington

At the University of Washington, the verdict further fueled tensions that had been building since the university's faculty members voted last year not to adopt an ethnic-studies requirement. The Faculty Senate will again begin the long process of adding an ethnic-studies requirement, now renamed American cultures, this month. But some students characterize the new proposal as a much-watered-down version of the original ethnic-studies plan.

Juni Luyombya, director of the Black Student Commission, a campus club, said students were angry and disappointed because of the verdict and frustrated by what she and others called the university's unwillingness to deal with racial

tension. Their frustration, she said, stems from a feeling that protests have little impact.

"The issues that are important to us are always put on the back burner," she said.

Many higher-education officials said they had been trying to address the concerns of minority students and were surprised by their dramatic—and in some cases violent—response to the Los Angeles verdict.

At the University of Massachusetts at Amherst, a group of 250 students forced their way into *The Daily Collegian* newsroom and refused to leave for a half hour. The protesters were complaining about the election of new editors to cover minority affairs. Later the protesters occupied the chancellor's office for several hours, but left after university officials pledged to hire 10 more minority professors over the next three years.

A group of students took over Amherst College's administration building to demonstrate their concerns about a number of minority issues at the campus. They left the building after college officials pledged to appoint a full-time affirmative-action officer, to hire a financial-aid officer who is sensitive to minority issues and concerns, and to select someone for a tenure-track position in the economics department who specializes in labor issues, poverty, or economic discrimination.

At nearby Hampshire College, students staged a sit-in at the institution's science center, which houses faculty and administrative offices. The students said they wanted the college to hire seven new minority faculty members over the next six years. Late last week college administrators were still negotiating with students.

Protest at Central Missouri

A protest at Central Missouri State University started peacefully. On April 30 about 75 students gathered on the campus to discuss their reaction to the verdict. But as the night wore on, the crowd grew in size and the mood became tense. Eventually about 250 students marched from the campus to downtown Warrensburg, where some of them broke windows in about 20 businesses. One student was arrested for looting.

Students at Central Missouri said their anger was not limited to the jury's acquittal of the police officers. Black students have been complaining that the institution needed to hire more minority faculty members and offer more black-studies courses. They said the administration had done little to respond to their concerns.

"Being a black student, I identify with the problems," said Lynette L. Atkins, the incoming president of the Student Government Association at Central Missouri. "But I do represent all the students. My biggest concern is that everything is O.K. for all the students, that it is an environment that is culturally diverse and comfortable for all the students."

Furthermore, she said, students

are concerned about local and campus police officers. She said black and white students alike complain that they get pulled over without justification. And she said: "They felt if it can happen in L.A., it could happen here."

Ed Elliott, Central Missouri's president, said: "I was surprised at the level of anger and the degree of anger expressed by the students over the issues that were already on the table."

Administrators' Involvement

The day after the disturbance, he met with 500 students at the Central Missouri football stadium to listen to their complaints. Mr. Elliott said he would work with state civil-rights officials to provide training for faculty and staff members. He also said he had appointed a committee to work on improving relations between students and the campus and city police departments.

"We're trying to capture the spirit of the moment and the energy of the moment," Mr. Elliott said, "but I can't promise that we'll solve all the problems."

"The thing that I would clearly do differently—regardless of how I

"I was surprised at the level of anger and the degree of anger expressed by students over issues that were already on the table."

learned about a gathering of students—I probably would have attended the first gathering of students."

Administrators' involvement in the "Rally for Rodney" at the University of Tennessee may have helped to insure that the demonstration did not become violent.

University officials, including the dean of students, participated in a march that attracted at least 600 students.

University of Tennessee police officers blocked streets to provide a safe pathway for the protesters, who marched about half a mile through the campus. With the university's blessing, students distributed fliers to invite other students to join them—including students from historically black Knoxville College.

Jane S. Redmond, director of the university's office of minority-student affairs and of the black cultural center, coordinated the demonstration. "The original idea to do this was not mine," she said. "It came from a variety of students. They called me at home and told me that they wanted to do something."

"The key to it was that we made it clear that this would be a peaceful march and rally," Ms. Redmond continued. "We let people know that if their agenda was anything other than what we had planned that they should go somewhere else."

Michele N-K Collison, Scott Heller, Katherine S. Mangan, and Peter Monaghan contributed to this article.

Separate Studies List Top Disciplines, Big Producers of Minority Graduates

WASHINGTON Business and education remain the most popular fields of study on the nation's campuses, according to new government findings.

Statistics from the U.S. Education Department's annual survey of academic degrees also show an increase in the number of bachelor's degrees earned by minority students.

In 1989-90, colleges and universities conferred a record 1,049,657 bachelor's degrees. Business topped the list with 249,081 degrees. Following 15 years of steady decline, the number of bachelor's degrees awarded in education rose for the third straight year. With 104,715 degrees, education was the third most popular field, ranking behind the social sciences, with 116,925 degrees.

Hispanics at Top

From 1988-89 to 1989-90 the number of bachelor's degrees awarded to minority-group members went up 5.4 per cent, to 137,157, while the number awarded to white students grew 2.9 per cent, to 882,996. The fastest growth occurred among Hispanic graduates, with the number of degrees up 9.7 per cent, to 32,686.

Education and business led the list of master's degrees awarded in 1989-90. Students earned 86,057 master's degrees in education, a 4.3-per-cent increase over the previous year. The number of master's degrees in business administration climbed 5 per cent, to 77,203.

The number of doctorates reached a record high of 38,238 in 1989-90. The largest fields were education, with 6,922 doctorates, engineering, with 4,953, and the physical sciences, with 4,168. The doctorate tally is 6 per cent higher than the count reported by the National Science Foundation last week. A department official attributed the discrepancy to the use of different survey techniques. (See story on Page A1.)

Report on Minorities

A separate report released last week was aimed at determining which colleges and universities have done the best job of graduating minority students. The report, "Top Degree Producers," was issued by the bi-weekly publication *Black Issues in Higher Education*. Using data from the Education Department's 1988-89 survey of academic degrees, it analyzed the number of minority graduates based on ethnicity, type of institution, type of degree, and discipline. Rankings were based on the number of minority students who received degrees in broadly defined academic fields.

The City University of New York system, which has a large minority student population, was not included in the department's data because it missed the reporting deadline, so the system does not appear in the *Black Issues* listings.

The report confirmed much of what many people have suspected: Historically black colleges and large universities, particularly in

regions with large minority populations, graduate most of the country's minority undergraduates. But it also offered some surprises. Most notable, some observers said, was that Georgetown University graduated 67 black lawmen during the year studied—more than any other institution. The 67 represented 10.5 per cent of all students earning law degrees from Georgetown.

Frank L. Matthews, publisher of *Black Issues*, said the report broke new ground because it revealed the "accountability and commitment" of institutions that claim to be doing everything they can to attract minority students. Until now, he said, "We've never been able to determine who was actually producing minority graduates and in what numbers."

He added, "That's akin to knowing that the [Washington] Ballet have an outstanding point guard and a good bench but never knowing if they win games."

Mr. Matthews said the rankings showed that institutions can graduate more minority students if they are committed to the effort.

Some observers cautioned that because the report ranked institutions by the number of minority students they graduated, rather than by the proportion of minority students, larger institutions were more likely to show up on the lists.

Reginald Wilson, senior scholar at the American Council on Education, also warned that the number of graduates alone did not tell the whole story. "You've got to know the retention rate," he said. "These numbers have to be tempered by [knowing] who started out in the class and survived to get the degree."

Among the report's findings: ■ Among historically black institutions, Howard University graduated the most black students—744. Southern A&M and Hampton Universities followed.

■ Among predominantly white institutions, the University of Maryland at College Park graduated the most black students—286. Other top producers of black graduates were Rutgers and Temple Universities and the University of Pittsburgh and South Carolina at Columbia.

■ The largest number of Hispanic students graduated from the University of Puerto Rico at Rio Piedras. Florida International University graduated the most Hispanic of any mainland institution—793.

■ The University of Hawaii at Manoa produced the most Asian-American graduates—1,579. The Universities of California at Berkeley and Los Angeles followed.

■ Southeastern Oklahoma State University graduated the most American-Indian students—120—followed by Northeastern State and San Jose State Universities.

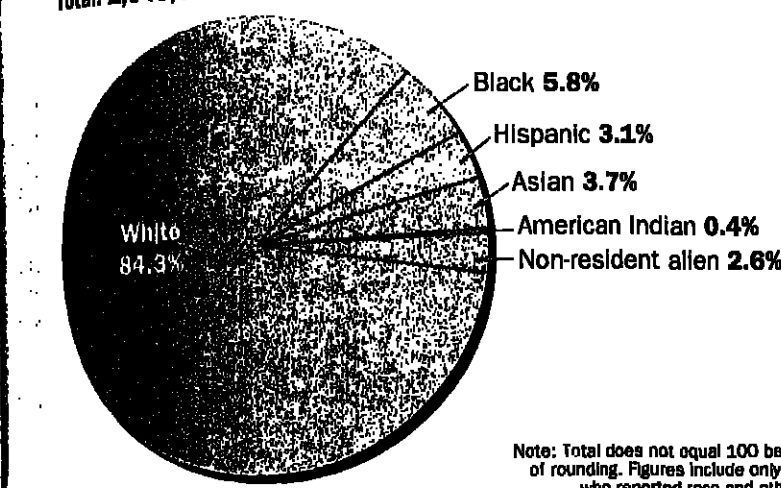
Copies of the report, "Top Degree Producers," are available for \$2.50 from *Black Issues in Higher Education*, Suite B-8, 10520 Warwick Avenue, Fairfax, Va. 22030; (703) 385-2981.

—JEAN EVANGELISTA AND COURTNEY LEATHERMAN

Earned Degrees, 1989-90

Bachelor's Degrees Conferred by Racial and Ethnic Group

Total: 1,049,657



Note: Total does not equal 100 because of rounding. Figures include only those who reported race and ethnicity.

Degrees Conferred by Racial and Ethnic Group

| | U.S. citizens and resident aliens | | | | | | Non-resident aliens | Race unknown |
|--------------|-----------------------------------|--------|--------|----------|---------|--------|---------------------|--------------|
| | American Indian | Asian | Black | Hispanic | White | | | |
| Associate | | | | | | | | |
| Men | 1,436 | 6,470 | 13,171 | 9,810 | 154,301 | 2,972 | 2,912 | |
| Women | 2,089 | 6,996 | 22,107 | 12,252 | 214,228 | 3,205 | 2,770 | |
| Total | 3,525 | 13,428 | 35,278 | 22,062 | 368,529 | 6,177 | 5,682 | |
| Bachelor's | | | | | | | | |
| Men | 1,828 | 19,617 | 23,276 | 14,871 | 413,489 | 17,040 | 1,387 | |
| Women | 2,610 | 19,442 | 37,798 | 17,815 | 469,527 | 9,737 | 1,340 | |
| Total | 4,438 | 39,059 | 61,074 | 32,686 | 882,996 | 26,777 | 2,727 | |
| Master's | | | | | | | | |
| Men | 485 | 6,070 | 5,492 | 3,556 | 112,976 | 24,338 | 736 | |
| Women | 643 | 4,576 | 9,839 | 4,339 | 138,542 | 11,146 | 1,116 | |
| Total | 1,108 | 10,646 | 15,331 | 7,905 | 251,518 | 35,484 | 1,852 | |
| Doctorate | | | | | | | | |
| Men | 52 | 910 | 533 | 417 | 15,102 | 7,204 | 153 | |
| Women | 50 | 372 | 612 | 366 | 10,691 | 1,671 | 105 | |
| Total | 102 | 1,282 | 1,145 | 783 | 25,793 | 8,875 | 258 | |
| Professional | | | | | | | | |
| Men | 138 | 1,966 | 1,650 | 1,454 | 37,909 | 702 | 183 | |
| Women | 119 | 1,370 | 1,739 | 973 | 22,382 | 334 | 61 | |
| Total | 257 | 3,336 | 3,389 | 2,427 | 60,291 | 1,036 | 244 | |

| | Associate degrees | | | | Bachelor's degrees | | | | Master's degrees | | | | Doctoral degrees | | | |
|------------------------------------|-------------------|---------|---------|---------------|--------------------|---------|-----------|---------------|------------------|---------|---------|---------------|------------------|--------|--------|---------------|
| | Men | Women | Total | 5-year change | Men | Women | Total | 5-year change | Men | Women | Total | 5-year change | Men | Women | Total | 5-year change |
| Agriculture, natural resources | 3,230 | 1,602 | 4,832 | -26% | 8,956 | 4,115 | 13,070 | -28% | 2,245 | 1,128 | 3,373 | -14% | 1,029 | 243 | 1,272 | +5% |
| Architecture, environmental design | 268 | 1,743 | 2,011 | +35 | 5,637 | 3,624 | 9,261 | -1 | 2,221 | 1,271 | 3,492 | +7 | 69 | 28 | 97 | +9 |
| Art and ethnic studies | 12 | 56 | 68 | +113 | 1,760 | 2,839 | 4,599 | +53 | 666 | 542 | 1,198 | +36 | 68 | 60 | 128 | -7 |
| Business and management | 32,751 | 74,229 | 106,980 | -11 | 132,704 | 116,377 | 249,081 | +7 | 50,983 | 26,220 | 77,203 | +14 | 863 | 279 | 1,142 | +32 |
| Communications | 746 | 912 | 1,658 | -10 | 19,536 | 30,527 | 50,063 | +24 | 1,562 | 2,508 | 4,070 | +18 | 141 | 122 | 263 | +15 |
| Communications technologies | 1,347 | 667 | 2,014 | -11 | 655 | 585 | 1,220 | -29 | 150 | 149 | 299 | +43 | 3 | 3 | 6 | 0 |
| Computer, information sciences | 3,820 | 3,784 | 7,604 | -40 | 19,178 | 8,266 | 27,434 | -29 | 6,968 | 2,675 | 9,643 | +36 | 533 | 90 | 623 | +151 |
| Education | 2,311 | 5,707 | 8,018 | +6 | 22,980 | 81,735 | 104,715 | +19 | 20,834 | 65,223 | 86,057 | +13 | 2,931 | 3,991 | 6,922 | -3 |
| Engineering | 2,098 | 282 | 2,380 | -39 | 54,249 | 9,828 | 64,077 | -17 | 20,691 | 3,262 | 23,953 | +14 | 4,519 | 434 | 4,953 | +54 |
| Engineering technologies | 40,872 | 4,870 | 51,751 | -14 | 16,558 | 1,475 | 18,033 | -5 | 738 | 157 | 895 | +42 | 12 | 0 | 12 | +33 |
| Foreign languages | 78 | 251 | 329 | -15 | 3,010 | 8,316 | 11,326 | +14 | 627 | 1,368 | 1,995 | +16 | 210 | 302 | 512 | +17 |
| Health sciences | 7,969 | 56,159 | 64,128 | -6 | 9,235 | 49,681 | 58,916 | -9 | 4,534 | 15,820 | 20,354 | +17 | 897 | 846 | 1,543 | +29 |
| Home economics | 2,746 | 7,484 | 10,230 | +6 | 1,480 | 13,507 | 14,987 | -4 | 310 | 1,843 | 2,153 | -10 | 89 | 214 | 303 | +10 |
| Law | 583 | 3,964 | 4,547 | +121 | 510 | 1,072 | 1,582 | +37 | 1,311 | 658 | 1,969 | +4 | 90 | 23 | 113 | +8 |
| Literature | 185 | 382 | 567 | -8 | 15,874 | 32,201 | 48,075 | +41 | 2,468 | 4,765 | 7,223 | +22 | 566 | 700 | 1,266 | +2 |
| Liberal / general studies | 53,007 | 75,714 | 128,721 | +21 | 10,416 | 14,540 | 24,956 | +30 | 554 | 1,040 | 1,594 | +35 | 13 | 18 | 31 | -42 |
| Library and archival sciences | 13 | 99 | 112 | -13 | 16 | 68 | 84 | -58 | 960 | 3,369 | 4,349 | +12 | 12 | 29 | 41 | -63 |
| Life sciences | 439 | 595 | 1,034 | -8 | 18,325 | 18,845 | 37,170 | -3 | 2,377 | 2,484 | 4,861 | -4 | 2,395 | 1,449 | 3,844 | +12 |
| Mathematics | 489 | 271 | 760 | -4 | 7,812 | 6,785 | 14,597 | -4 | 2,205 | 1,472 | 3,677 | +28 | 746 | 169 | 915 | +31 |
| Military sciences | 114 | 15 | 129 | +461 | 384 | 33 | 417 | +39 | 0 | 0 | 0 | -100 | 0 | 0 | 0 | 0 |
| Multi / interdisciplinary studies | 5,228 | 6,575 | 11,803 | +38 | 8,753 | 10,435 | 19,188 | +22 | 2,023 | 1,482 | 3,505 | +10 | 203 | 108 | 311 | +9 |
| Parks and recreation | 279 | 182 | 461 | -37 | 1,941 | 2,463 | 4,404 | -4 | 179 | 261 | 430 | -21 | 18 | 17 | 35 | -3 |
| Philosophy and religion | 59 | 34 | 93 | -33 | 4,374 | 2,474 | 6,848 | +7 | 839 | 487 | 1,326 | +14 | 324 | 108 | 432 | -8 |
| Physical sciences | 1,317 | 818 | 2,135 | -3 | 11,091 | 5,040 | 16,131 | -32 | 4,008 | 1,439 | 5,447 | -6 | 3,364 | 804 | 4,168 | +22 |
| Protective services | 9,441 | 3,407 | 12,848 | +4 | 9,575 | 5,812 | 15,387 | +23 | 786 | 355 | 1,151 | -7 | 24 | 13 | 37 | +12 |
| Psychology | 285 | 825 | 1,110 | +13 | 15,291 | 38,295 | 53,586 | +35 | 2,982 | 6,239 | 9,231 | +10 | 1,414 | 1,939 | 3,353 | +16 |
| Public affairs and social work | 2,771 | 2,457 | 5,228 | +42 | 5,310 | 10,931 | 16,241 | +17 | 6,181 | 11,812 | 17,993 | +12 | 229 | 268 | 495 | +15 |
| Social sciences | 1,272 | 1,598 | 2,870 | +11 | 65,248 | 51,677 | 116,925 | +28 | 6,758 | 4,863 | 11,621 | +10 | 2,037 | 986 | 3,023 | +6 |
| Theology | 389 | 264 | 653 | -7 | 3,919 | 1,243 | 5,162 | -16 | 2,998 | 1,668 | 4,666 | +8 | 1,147 | 151 | 1,298 | +14 |
| Visual and performing arts | 8,041 | 5,882 | 13,923 | +1 | 15,325 | 24,370 | 39,695 | +5 | 3,749 | 4,797 | 8,546 | -2 | 472 | 370 | 842 | +22 |
| Not classified by field of study | 2,912 | 2,770 | 5,682 | n/a | 1,387 | 1,340 | 2,727 | n/a | 736 | 1,116 | 1,852 | n/a | 153 | 105 | 258 | n/a |
| All fields | 191,072 | 263,607 | 454,679 | 0% | 491,488 | 558,169 | 1,049,657 | +7% | 153,643 | 170,201 | 323,844 | +13% | 24,371 | 13,867 | 38,238 | +10% |

Athletics

Auburn's Football Coach to Relinquish His Duties as Athletics Director

Pat Dye will relinquish his duties as athletics director but remain as Auburn University's football coach, the university's new president, William V. Muse, has announced.

Mr. Dye had been expected to step down from the director's job since last fall, when a former player charged that he had been paid by football coaches and boosters.

The player, Eric Ramsey, released tape recordings in which assistant coaches and boosters are heard offering Mr. Ramsey money

ics director, a job he has held since 1981.

President Muse said the separation of the two jobs was "in the best interest of Auburn University and its athletic department."

He commended Mr. Dye for putting the athletics program in sound financial condition, and said Auburn needed an athletics director whose attention was not divided.

"At the same time, football is too important to Auburn and to our alumni and supporters for the head football coach to give anything other than his undivided attention to developing the strongest and most competitive program we can develop," said Mr. Muse.

President Muse said the separation of the two jobs was "in the best interest of Auburn University and its athletic department."

or other improper benefits. Auburn and the National Collegiate Athletic Association are investigating Mr. Ramsey's charges.

Mr. Dye has maintained repeatedly that he knew nothing about payments to Mr. Ramsey.

He insisted last month that Mr. Ramsey's charges were totally unrelated to his resignation as athlet-

'Abysmal' Graduation Rates
A faculty committee that recommended last month that the jobs be separated offered other reasons for Auburn to hire a new director.

The panel criticized what it viewed as the athletics department's inattention to the academic success of athletes. It found that while athletes on many of Auburn's teams had graduated at rates higher than other students at the university, rates for football players lagged "very significantly," and rates for basketball players were "abysmal."

"Leadership from the top in this case is sorely lacking, both by ex-

Oregon Panel Opposes Universities' Use of Public Money for Sports Scholarships

A committee appointed by the State Board of Higher Education has recommended that Oregon's public universities not spend institutional money to pay for athletic scholarships.

The panel proposed instead that the accumulated sports deficits at the state's three major universities be forgiven, and that future deficits be avoided through a combination of greater athletic fund raising, a ticket surtax, cost cuts, and corporate support. Institutional money should be used to make up the difference if those measures do not wipe out the debts, the panel said.

The Special Task Force on Athletic Funding was appointed in November by Oregon's State Board of Higher Education to "find a more acceptable way out of the present dilemma" created by large sports deficits. Oregon's three major sports programs—at Oregon State and Portland State Universities and the University of Oregon—have an accumulated deficit of \$6.3-million.

Opposed by Governor

Last fall, staff members of the state system proposed that the universities, for the first time, use general institutional funds to finance athletic scholarships, and that they tie the number of grants-

in-aid to the graduation rates of athletes.

In November, the board decided not to act on the staff's proposal, which had drawn the opposition of Gov. Barbara Roberts. She said only top-priority activities should receive state aid given Oregon's fiscal crunch (*The Chronicle*, November 27, 1991). Instead, the board appointed the special panel.

A 'Good Compromise'

The committee called its recommendations a "good compromise" in the short term that would give the board "time to consider longer-term solutions to the funding problem."

The panel said its proposals would create about \$3.4-million in increased revenues and savings, which still would fall short of the projected \$6.9-million deficit for the three sports programs through 1995.

The remainder of the deficit would be eliminated by using institutional money to pay for women's sports or non-revenue sports, coaches' salaries in those sports, or to allow the university to charge all scholarship athletes the in-state tuition rate.

The board is expected to consider the panel's proposals at its meeting next week.

—DOUGLAS LEDERMAN



Pat Dye, Auburn's football coach, had been expected to step down from the director's job since last fall.

ample and actions," the panel's report said. It called for "clear and unequivocal leadership given to students and coaches from the athletic director regarding the importance of getting an education and of graduating."

Auburn's new director, the re-

port said, should be someone "with demonstrated commitment to academic integrity," and a "proven record of working within the larger university community."

Mr. Dye's decision further shrinks the ranks of coaches who also head athletics departments.

But in another administrative move made last week, Baylor University said it would put its football coach in charge of the athletics department—but only for a year.

In the last few years, as big-time sports programs have grown more complex and come under greater scrutiny, college officials have increasingly agreed that coaches should not also be responsible for overseeing athletics departments.

1-Year Waiver

A number of colleges have separated the jobs, leaving Mr. Dye and Nelson Stokely, the football coach and athletics director at the University of Southwestern Louisiana, as the only two men in the NCAA's Division I-A who served in both jobs at the start of this academic year.

Baylor's president, Herbert H. Reynolds, said the university was waiving for only one year "our policy of keeping the athletic director and coaching positions separate." The university appointed Grant Teaff to succeed Bill Menece as athletics director and said it would permit Mr. Teaff to coach Baylor's football team for one last season.

—DOUGLAS LEDERMAN

College Football to Offer Pay-Per-View Games on Cable

By DOUGLAS LEDERMAN
ABC Sports and most of the country's college football powerhouses announced a plan last week to show college games on pay-per-view television next fall.

Officials of the colleges and the network said the one-year test arrangement would be a boon to cable-television viewers, who will have the opportunity to see more games than they do now. But some observers fear that the deal could be the first step toward a decrease in the number of college games on free television, and members of Congress said they would watch the developments closely.

Under its current arrangements with the College Football Association and the Big Ten and Pacific-10 Conferences, ABC televises different games in different regions, based on where the interest is expected to be greatest. For instance, viewers on the West Coast might see a game between Stanford University and the University of Washington, while at the same time, fans in the Southeast watch the University of Georgia play the University of Florida.

Revenues to Be Shared

With the pay-per-view plan, which will be administered by Showtime Entertainment Television, ABC will allow viewers in one region to see—for a fee of under \$10—a game that is being shown on a cable channel in one of the other regions. ABC officials

said they expected fewer than 50,000 people to pay to see an extra game each week, and that the network and the colleges would split about 55 percent of the revenues, with 45 percent going to cable systems.

By last week, the Big Ten and the CFA had agreed to participate in the arrangement. Bill Byrne, athletics director at the University of Oregon, said the Pacific-10 athletics directors had endorsed the deal, but that

"At a time of cost containment, we think it will supply some supplemental income, but not be a huge source of revenue."

the presidents of the league's universities had yet to vote.

Some sports officials have long viewed pay-per-view TV as a possible money maker for cash-strapped athletics programs. It has been a success for Louisiana State University, which has its own statewide pay-per-view system. Viewers pay nearly \$30 a game for football and \$15 a game for basketball.

None of the college officials, however, said they expected to make much money from the pay-per-view deal next year.

The commissioner of the Big Ten, James E. Delany, said:

"We think it's a worthwhile one-year experiment for Big Ten fans who would be willing to spend somewhere between \$5 and \$10 for a game otherwise not available to them. At a time of cost containment, we think it will supply some supplemental income, but not be a huge source of revenue."

Stephen J. Solomon, senior vice-president for ABC Sports, stressed that the pay-per-view arrangement would supplement those games that are already shown on the network each Saturday in the fall.

Issue Concerns Lawmakers

Some federal lawmakers have expressed concern about the slow drift of sporting events from free television to pay television. The House Subcommittee on Telecommunications and Finance held a hearing on the subject in May 1990.

Rep. Edward J. Markey, a Massachusetts Democrat who chairs the House panel, said last week that he did not foresee any problems with the ABC plan since, as currently constructed, it would increase the number of games available to fans.

But echoing the concerns of those who fear that this could be the first step away from free television for the colleges, Rep. Markey said in a statement: "As ABC's experiment unfolds during the 1992 college-football season, I intend to ensure that the quality and quantity of sports broadcasting won't diminish for the nation's fans."

The International Research & Exchanges Board has a new executive director.

Daniel C. Matuszewski has been named to succeed Allen Kassof, who has retired.

IREX is an independent non-profit organization that encourages scholarly cooperation in the humanities and social sciences between U.S. researchers and their counterparts in East Europe and the new nations that had made up the former Soviet Union.

A historian, Mr. Matuszewski has been executive director of the Moscow-based International Foundation since 1989, during which time he also served the Carnegie Corporation of New York as a senior specialist. The International Foundation is a multinational organization that has designed and implemented cooperative approaches to problems such as security, governmental transitions, cultural preservation, and development.

From 1969 to 1989, Mr. Matuszewski directed the Soviet and Asian programs at IREX.

Mr. Kassof, who has been with the organization since its inception in 1968, plans to work on a new project based at IREX and supported by the Carnegie Corporation of New York to examine problems of mobility in central Europe.

The American Association for the Advancement of Science is publishing a newsletter about private and public U.S. efforts to help scientists in the former Soviet Union.

The first issue of the newsletter, called *Scientist to Scientist*, appeared last month and focused on activities of scientific and engineering societies as well as the efforts of individual scientists and some companies. The publication is edited by the association's Directorate for International Programs; (202) 326-6650.

The Alexander von Humboldt Foundation has opened a North American Office in Washington, its only address outside Germany.

The foundation, based in Bonn, makes grants to "highly qualified persons of foreign nationality" to conduct research in Germany. Since 1933 more than 2,800 U.S. scholars have received grants and fellowships from the foundation. Past winners of the Humboldt Research Award for Senior American Scientists include 13 Nobel Prize winners.

According to its director, Jan Kasper, the purpose of the Washington office is to foster closer communication and cooperation with North American alumni of the program, develop new projects, and increase contact with the U.S. academic community.

The office is at 1350 Connecticut Avenue, N.W., Suite 903, Washington 20036; (202) 296-2990.

International

For Czechoslovakia's Academics, a Vexing Question: Who Told the Secret Police What About Whom?

A law school challenges new legislation aimed at rooting out Communism's informers

By BURTON BOLLAG

BRNO, CZECHOSLOVAKIA

Academics across Czechoslovakia are nervously awaiting the outcome of a controversial case in which a law school is refusing to abide by legislation aimed at rooting out those who spied on their colleagues for the former Communist secret police.

The case, which involves Masaryk University's law school and its dean, puts a spotlight on the issue of individual responsibility under totalitarianism. It is also seen here as a test of the new law.

The legislation, known as the "lustration" or screening law, bars former Communist Party officials and police informers from managerial posts in the state and public sector for the next five years. At the universities, the ban covers rectors, vice-rectors, deans, vice-deans, and elected members of academic senates—which, since the return of democracy here, wield considerable governing power on the campuses. An administrator dismissed under the screening law can continue working at a university, but only in a non-managerial position, such as teaching.

Except for unified Germany, no other former Communist state in Eastern Europe has gone to the lengths that Czechoslovakia has in trying to remove from positions of power or authority those who contributed to the political persecutions of the Communist era.

Exaggerated Reports

However, the law has many critics. They charge that the legislation is unfair because, while it punishes those who were pressured into informing on their colleagues, it does not punish former police or



Jiří Kroupa, dean of Masaryk University's law school: "We believe the screening law violates international laws protecting human rights."

Communist Party officials who have left the public sector for jobs in private business.

Moreover, critics say, all of the information used in the screenings comes from files written and compiled by the secret police itself. Since zealous officers appear—on the basis of files already made public—to have sometimes written exaggerated reports on their dealings with indi-

viduals they sought to recruit, the law may, in a Kafkaesque way, lead to the persecution of some people who had the courage to resist the pressure and intimidation.

Czechoslovak President Vaclav Havel reluctantly signed the bill into law last fall. However, he immediately asked for amendments requiring proof that an individual's actions caused harm to others before

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Brazil's Universities Come to the Aid of Deteriorating Public Schools

By DANIELA HART

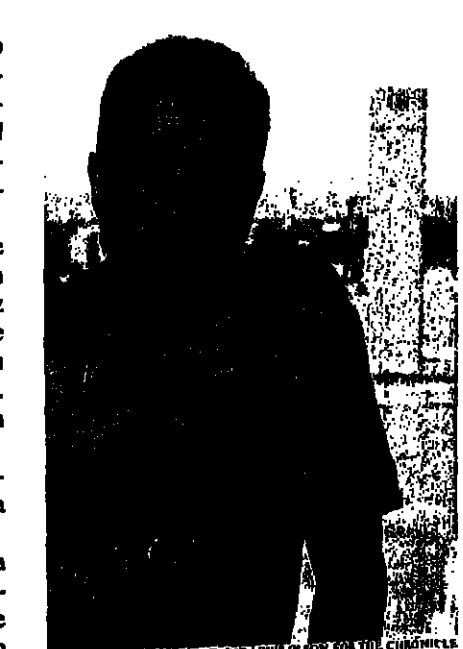
SÃO PAULO

Brazil's public universities, which critics say have remained aloof as the country's elementary and secondary school system has steadily deteriorated, are finally responding to the urgent need to improve public education.

"Many academics are realizing that we cannot have a quality university system based on such poor schools," says Luiz Menezes, coordinator of a center at the University of São Paulo that has been studying the problems of the schools. "Universities have a key role to play in improving education."

The current state of elementary and secondary schools, says Mr. Menezes, "is a disaster for the country."

Statistics underscore the point. Out of a total population of about 140 million people over the age of 15, some 40 million are illiterate. Only 47 percent of children who enter the first grade complete the mandatory eight grades of schooling, only 28 percent finish secondary school, and only 12 percent go on to higher education—usual-



Luiz Menezes of the University of São Paulo: "Many academics are realizing that we cannot have a quality university system based on such poor schools."

ly those who attended quality private schools.

Only 2 percent of children get through elementary school without repeating a grade. In public schools, which enroll 86 percent of all schoolchildren, it is common for students to repeat two or three times in the first four grades, after which families often allow their children to give up school altogether.

No Systematic Evaluations

Brazil has no systematic evaluations of schools or of teachers, but most educators agree that, particularly in the public schools, the standards are very low.

"The fundamental problem in education is the qualification of teachers, and in this universities have an important role to play," says Brazil's Minister of Education, José Goldemberg.

At one time most elementary and secondary schoolteachers were trained at the public universities. But a haphazard expansion of higher education in the 1960's saw the formation of many unregulated pri-

Continued on Following Page

Public Universities Come to the Aid of Brazil's Deteriorating Schools

Continued From Preceding Page

private universities, which ended up taking over the training of many schoolteachers. Most of the institutions were founded as profit-seeking ventures and are criticized for their low standards, poor quality of instruction, and a lack of commitment to improving education.

"As a result," says Mr. Menezes, "schoolteachers here are usually very ill-prepared."

The Minister of Education has been prodding the public universities to take a more active role in improving Brazil's schools. Mr. Goldemberg is a former rector of the University of São Paulo, as

well as a past president of the Brazilian Society for the Advancement of Science. His appointment last year marked the first time in decades that the education minister, who generally had been a political appointee, had come from the ranks of academe. Mr. Goldemberg is widely seen as someone who understands education and is firmly committed to improving it.

Under his direction, the education ministry is now increasing the amount its National Foundation for Higher Education spends on university programs to retrain teachers, from about \$6-million to \$45-million out of a total budget of

\$300-million. "With these programs we will also be able to have some control over quality in the private universities," he says.

Mr. Goldemberg, who also serves as interim Secretary of State for Environment, says he intends to raise the amount spent on each public-school student to \$600 from \$300 a year, and to encourage local governments to raise teachers' salaries. Teachers now earn an average salary of under \$200 a month, and, in some regions, less than \$100.

According to Mr. Menezes, the low salaries, which have been further eroded by inflation, have contributed to the degradation of teaching, once a sought-after and respectable career in Brazil.

Mr. Menezes criticizes the lack of vision of Brazil's political and business leaders for not investing in education at all levels. But that too, he says, is starting to change. Industrialists, politicians, and even rank-and-file workers are becoming aware, if belatedly, that while Brazil in the past could compete in world markets almost exclusively on the basis of cheap labor and plentiful raw materials, that is no longer the case. Today, "know how" and a well-trained labor force are essential.

Pressure From the Recession

Middle-class parents, who for a long time managed to ignore the problems of public education by sending their children to private schools, are being forced by the country's economic crisis—deep recession and high inflation—to enroll their children in public schools, thus creating more pressure for the system to raise its standards.

"To achieve modernization we have to invest in education," says Mr. Goldemberg. He explains that until the 1960's, education in Brazil was accessible only to an elite. Then the government adopted a deliberate policy of sacrificing quality to increase access to schools for the whole population. "Now that 95 per cent of the population has access to schools, we can tackle the question of quality," the minister says.

Fernando Morais, the Secretary of Education for the State of São Paulo, which is Brazil's main industrial center, is introducing salary bonuses for teachers who attend supplemental or advanced courses offered at the University of São Paulo and the University of the State of São Paulo.

An Array of Proposals

On taking office last year, Mr. Morais invited 100 specialists, many from universities, to analyze the problems in public education and propose solutions. Among the proposals now being put into practice are increased autonomy for schools, which have been subjected to a complex centralized bureaucracy; supplementary training for teachers; and routine evaluations of schools and instructors. Mr. Morais also hopes to improve the quality of teacher-education courses at private universities by offering the institutions free use of a special cable-television channel

that the state's Education Department will employ as a teaching aid in classrooms.

"No matter what political changes are made, we will not

"No matter what political changes are made, we will not solve the country's problems unless we tackle education."

solve the country's problems unless we tackle education," Mr. Morais says.

Besides programs in conjunction with the Department of Education, state universities in São Paulo are developing projects of their own to improve elementary and secondary schools.

Projects being developed by the University of São Paulo include an extension school, whose aim is to provide distance learning through

the use of television and video, and a joint program with the Inter-American Development Bank to invest \$2-million over two years to train science teachers and produce course material for teaching the subject.

The education school at the University of São Paulo introduced a program last year that allows public schoolteachers to enroll as students in any of its courses that have vacancies. Some 30 teachers enrolled in such courses last year, and university officials, as well as school administrators considered the program to be very successful. Professors, worried at first that "special students" would have difficulty keeping up with their classes, found it enriching to have the practical problems of the public schools brought into their classrooms.

The education school also is creating a computer-linked data base with information on new developments and ideas in education for use by the public schools.

Says Miriam Krasichik, the school's director: "Universities have to be inventive and think up non-orthodox ways of helping to improve the school system."

Australia Grants Residency to 20,000 Chinese Students

By GEOFFREY MASLEN

MELBOURNE

The Australian government has agreed to give permanent residency status to 20,000 Chinese students who were in the country at the time of the Tiananmen Square massacre in Beijing.

The controversial decision was attacked by conservative opposition parties as undermining Australia's immigration program.

Prime Minister Paul Keating revealed the government's decision in a letter to a Chinese-language newspaper in Melbourne. He said that Chinese students who were in Australia on June 20, 1989, when the Chinese army routed demonstrators from Tiananmen Square, would not be forced to return to China unless they had broken Australian laws.

Humanitarian Visas

In the immediate aftermath of the massacre, the 20,000 Chinese students in Australia were given four-year humanitarian visas that took effect in June 1990, when their students visas were to expire.

The Prime Minister at that time, Bob Hawke, pre-empted Cabinet discussion on the issue by declaring on a television program that the students would be able to remain.

Later, the government announced severe restrictions on issuance of new visas to students in China after it found that thousands of Chinese were remaining in Australia illegally. Many of the students who came from China did not return to their homeland when their visas expired.

The opposition parties said

the government was sacrificing consistency in its decisions on immigration for the sake of politics. At the same time that it was offering the students permanent residency regardless of the merit of their individual cases, it was resisting pressure to accommodate hundreds of Cambodian boat people on similar humanitarian grounds, the opposition parties charged.

Total of 34,000 People

The decision to give blanket residency status to the students will add about 34,000 people to the immigration program for 1992, as 14,000 Chinese dependents are expected to join their relatives this year.

Under its normal reunion policy, the Australian government allows immediate family members to join refugees and immigrants who win permission to stay. The total effectively negates the cut the government planned to make in the number of immigrants it was to accept this year, a reduction dictated by the effects of a prolonged recession on the Australian economy.

A spokesman for a Sydney-based group called Students for a Democratic Chinese Republic said his organization had asked the Australian government to introduce legislation that would prevent Chinese nationals from being repatriated after their visas expired in 1994.

The organization was one of several groups of Chinese students that had lobbied the government to allow them to stay in Australia. The students had argued that the political situation in China was uncertain and that returning students faced persecution.

International

Czechoslovak Law to Root Out Police Informers Faces Campus Challenge

Continued From Page A39

any sanctions could be imposed on the President's request. The parliament has not yet acted on the school at Masaryk University, which is in the Moravian city of Brno, 135 miles southeast of Prague, is the first institution in the country to challenge the law.

The school's 27-member Academic Senate voted last November to submit the name of the school to the interior ministry for consideration. The issue was highly controversial, and the vote carried only a slim margin.

The dean, Jiří Kroupa, has been elected to the school's faculty since 1980—the year that he was expelled from the Communist Party for having supported the 1968 attempt to reform Communism here, known as the "Prague Spring."

Only after the Communists were forced from power in late 1989, Mr. Kroupa was elected dean of the law school. In 1990, he was voted dean of the school's faculty members are refusing on principle to sign a bad law.

He believes the screening law violates international laws protecting human rights," explains the

Leninist" version of legal concepts.

But Mr. Jelínek, who was himself thrown out of a teaching job at the institution by the Communist authorities in 1970, says the *skripa* does not indicate a crime. Under Communism, says Mr. Jelínek, it was not rare for professors to slant their notes in such a way simply to be allowed to continue teaching.

Against the wishes of Mr. Kroupa and the law school's Academic Senate, Mr. Jelínek submitted the dean's name for screening. He says he did so on the basis of Mr. Kroupa's membership on a university-wide council—and because he did not want to disobey a law enacted by the democratically elected parliament.

Job Hangs in the Balance

A "finding" in Mr. Kroupa's case is expected to be announced shortly. His job hangs in the balance: If the screening panel concludes that he indeed was a police informer, the law says he must step down as dean.

But Mr. Jelínek says he would not force the dean out merely on the basis of a finding by the Interior Ministry. The screening certificate issued by the ministry gives no details other than that a person was or was not an informer. "Unless I



Milan Jelínek, rector of Masaryk U. Under Communism it was not rare for professors to slant their notes so they'd be allowed to teach.

have evidence that he actually hurt others, I won't do it," says the rector.

The screening law does not have provisions for government enforcement—universities are expected to comply voluntarily. Mr. Jelínek's handling of Mr. Kroupa's case could spark a sustained controversy on campuses here.

Vladimír Roskovec, an Education Ministry official, estimates that, as in other "politically sensitive" professions, 10 per cent of university instructors nationwide—or about 2,000 of them—were blackmailed, bribed, or persuaded to spy on their colleagues.

A small number of academics—the most obvious and vicious collaborators with the Communist regimes—have been forced out of their universities by the new democratically elected campus administrations and by pressure from students. According to Mr. Roskovec, many other past collaborators have quietly left the universities to avoid the consequences of the screening.

Since only administrators and not faculty members are being subjected to the screening, most of the police informers are still at their jobs, Mr. Roskovec says. He says he expects few university administrators to lose their jobs as a result

of the law, and knows of no case in which someone has been dismissed as a result of a screening. Universities are not required to make public or inform the government of such dismissals.

Conformity under Communism was guaranteed by the threat of dismissal from teaching jobs of anyone not showing outward support for the regime.

Many hundreds of university teachers did lose their jobs after the Communists took power in 1948 and again during the so-called "normalization" period after Soviet tanks crushed the "Prague Spring" in 1968. While some managed to find jobs in "less sensitive" positions—with no contact with young and impressionable students—in the science academies, many others were forced to work as janitors and window washers.

Shortly after Václav Havel and other dissidents founded the Charter 77 human-rights organization in 1977, academics were forced to take part in another humiliating demonstration of their loyalty. Without being shown the actual charter in which the human-rights movement's goals were explained, faculty members were asked to sign a party-sponsored condemnation of it.

"Signing or Leaving"

At Charles University in Prague, the country's leading higher-education institution, only three of the approximately 500 faculty members had the courage to refuse. "It was a choice between signing or leaving," says Miloš Jůz, a professor of aesthetics. "I signed it, too."

"I felt terrible," he adds. "It was as if I had been raped." After the fall of Communism, Mr. Jůz was chosen to head a commission set up to reinstate professors whom the Communists had fired for political reasons.

In the climate of intimidation and repression that prevailed under

Communist rule, academics were as susceptible as anyone else to police pressure.

In January, when a screening panel found that Jiří Kabele, the head of the sociology department in the School of Social Sciences at Charles University, had been a police informer, many of his colleagues assumed that he had surrendered to the pressure. His case demonstrated how quickly a life and career could be damaged.

Mr. Kabele had never been a police informer, as he subsequently was able to prove. In the interim, however, his friends began to shun him. Unfounded rumors about his supposed history of mental problems began to circulate.

Mr. Kabele's name had been found in a central register of the former security police that listed 140,000 civilian "contacts."

The police did not bother people who did nothing to oppose Communist rule, but kept close tabs on those who represented a real or potential threat. First came dissidents and their friends and acquaintances, then those allowed to travel abroad—to scientific conferences, for instance. The names of such individuals often show up in the Interior Ministry's register of secret-police contacts. Critics of the screening law point to this fact as a prime example of the legislation's deficiencies.

Although the police destroyed many of their files after the fall of Communism, Mr. Kabele's file was intact. Some of his acquaintances—former dissidents who now help run the Interior Ministry—helped unearth the file, and found in it proof of his innocence, including the annotation that the sociologist had been "uncooperative."

Partly as a result of Mr. Kabele's case, the Interior Ministry recently modified the screening procedures to try to avoid accusing people without adequate justification.

Mr. Kabele had been approached by the police in 1983, when he was head of an official social-science research group that sometimes employed dissidents for special projects. The sociologist says the typical approach of the secret police was to try to convince a person that they knew everything about him. The police would then try to pressure him to do some small, seemingly innocuous favor for them, such as reporting back on what was discussed at an ordinary meeting at work.

"Once they had obtained some form of cooperation from you, they could indirectly blackmail you into providing more services," says Mr. Kabele. "Otherwise they would threaten to let others know about the work you had already done for them."

The sociologist says he was friendly with a number of dissidents, and they briefed him on what to expect in advance of the meeting he had been summoned to by the secret police.

"Maybe if I had been less prepared, they would have been more successful with me," says Mr. Kabele. "Many others were not prepared. They were scared and didn't know how to behave. They didn't know they could refuse to give information."

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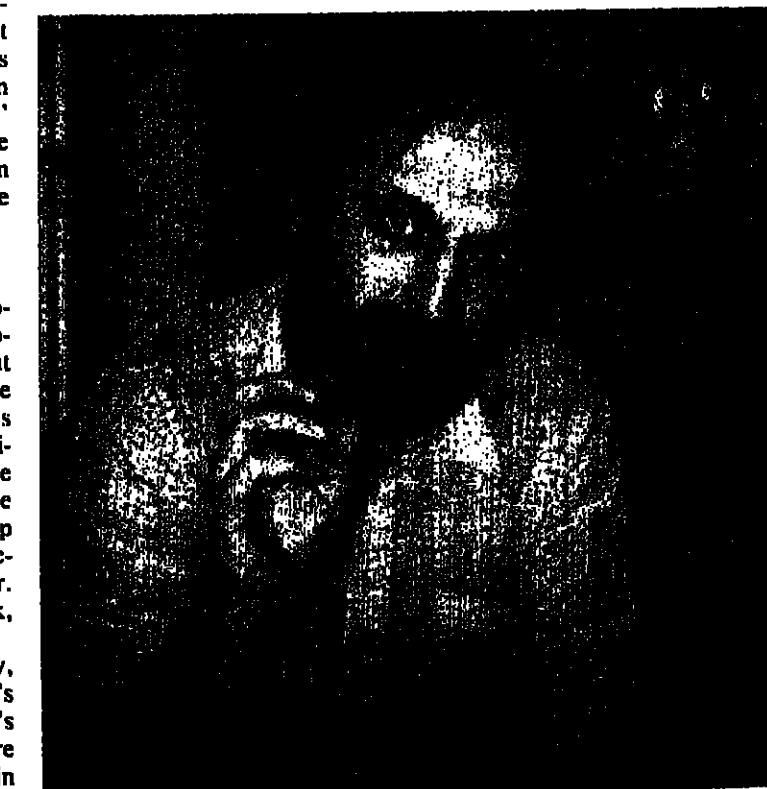


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Jiří Kabele of Charles University: His case demonstrated how quickly a life and career could be damaged.

The Chronicle: Your Window on Academe



ARIZONA STATE UNIVERSITY: PHOTOGRAPH BY JOHN C. PHILLIPS

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D1992

The National Academy of Sciences usually elects 60 new members each year, but the list published in *The Chronicle* last week contained the names of only 59. Why? Reportedly because **Carl Sagan**, professor of astronomy and space sciences at Cornell University and a popular television personality, failed to get the two-thirds vote required for membership.

In the mid-1980's, **Samuel P. Huntington**, professor of government at Harvard University and then-president of the American Political Science Association, was the target of a two-year campaign by **Serge Lang**, professor of mathematics at Yale University, who was successful in keeping Mr. Huntington out of the academy.

Curtis E. Bryan's status as president of Denmark Technical College remained unclear last week. Last month, four of the seven members of the college's governing board held a meeting and voted unanimously to fire him. The other three—including the chairman—said that a five-member quorum was not present for the vote, hence the vote was invalid. (Two positions on the nine-member board are vacant.)

A special meeting of the board was scheduled for last week, but did not take place. Speculation was that the three members of the board who did not vote to fire Mr. Bryan realized they were outnumbered and were regrouping for further action. The regular meeting of the board is set for May 18, but a spokeswoman for the college said she expected a meeting, and a vote, of the board before then.

In the mean time, **Douglas W. Brister**, vice-president for administration at Greenville Technical College, is serving as acting president.

Mr. Bryan, who is ill, says he looks forward to returning to the job.

Anti-Serbian remarks allegedly made by **W. Glenn Campbell**, former director of the Hoover Institution on War, Revolution, and Peace at Stanford University (Name Dropping, April 29), have touched off a letter-writing campaign by Serbians in California seeking his ouster from his position as a special counselor at the institution. Mr. Campbell maintains an office and reportedly earns \$144,000 a year in the job.

The Educational Excellence Network, established in Washington in 1982 by **Chester E. Finn, Jr.**, professor of education and public policy at Vanderbilt University, and **Diane S. Ravitch**, now U.S. Assistant Secretary of Education, is changing its sponsorship. **Joe B. Wyatt**, chancellor of Vanderbilt, announced jointly with **Leslie Leskowsky**, president of the Hudson Institute, that the latter organization would take over. Mr. Wyatt said: "We are proud to have helped launch the Network as a Vanderbilt project and are pleased the Hudson Institute will sustain it as it enters a new era of service."

The network, an information exchange and clearinghouse, has 1,900 members. In the fall it will move its offices from Washington to the Hudson Institute's headquarters in Indianapolis.

A. D. Williams, who retired after 40 years as professor of political science at the University of Utah, has these plans for his new free time: "I'll volunteer two days a week at Democratic state headquarters to revive a two-party system in Utah, two days at Utah Issues to fight the battles of the poor, and one day a week for downhill skiing, fly fishing, and learning how to play the guitar."

Gazette

May 13, 1992 • THE CHRONICLE OF HIGHER EDUCATION • A43

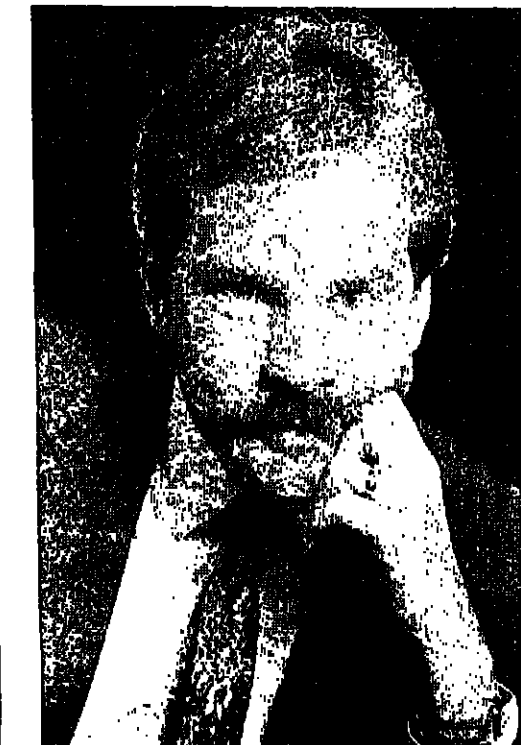
APPOINTMENTS, RESIGNATIONS, DEATHS, AND COMING EVENTS

Karen A. Wells
Sinclair Community
College



Alvin Major, II
Black College Satellite
Network

Thomas J. Hayes
Xavier University (Ohio)



John Russell
University of Dallas



Dana J. Johnson
Wake Forest
University



Steven R. Wallace
Inver Hills
Community College



Stuart D. Chase
Colby-Sawyer
College

■ **New college and university chief executives:** Inver Hills Community College, Steven R. Wallace; United States International University, Garry D. Hays; University of North Dakota, Kendall L. Baker.

■ **Other new chief executive:** Joyce Foundation, Deborah Leff.

Appointments, Resignations

Nancy Allen, assistant director of public services in the libraries at Colorado State U., to dean of Penrose Library at U. of Denver.
Warren B. Armstrong, president of Wichita State U., has announced his retirement, effective July 1, 1993.
Kendall L. Baker, vice-president and provost at Northern Illinois U., to president of U. of North Dakota, effective July 1.
Bryan H. Barrows, III, former assistant professor of communications at Del Mar College, to director of public information at Prairie View A&M U.
John Bear, chairman of chemistry at U. of Houston, to dean of the college of natural sciences and mathematics.
Earl R. Berelson, former director of individual gifts at Lincoln Park Zoological Society (Chicago), to associate direc-

tor of development for annual giving at Columbia College Chicago.
Roy E. Bode, former editor of *The Dallas Times Herald*, to vice-president for public affairs at U. of Texas Southwestern Medical Center at Dallas.
M. Stephen Brown, dean of student services at Allen County Community College (Kan.), to dean of student affairs at Jamestown Community College.
Douglas G. Buok, former director of human resources at Sinclair Community College, to director of human resources at Nova U.
Stuart D. Chase, director of development and alumni relations at Governor Dummer Academy (Byfield, Mass.), to vice-president for development at Colby-Sawyer College.
Phillip Coleman, professor of microbiology at Virginia Commonwealth U., to associate vice-president for academic affairs of the university's Health Sciences Campus.
Irving R. Epstein, professor of chemistry at Brandeis U., also to dean of arts and sciences.

Richard I. Farin, president of Maryville College (Tenn.), has announced his resignation, effective June 30.
Robert R. Fink, dean of the college of music at U. of Colorado at Boulder, has announced his resignation as dean, effective in September 1993. He will remain on the faculty as professor of music.
Sister M. Joan Fisher, associate professor of nursing at Catholic U. of America, also to dean of the school of nursing.
Mary Joseph Frame, former director of the Center for Management Development at Appalachian State U., to dean of the Leadership Institute at Columbia College (S.C.).
William E. Galley, vice-president for finance and development at Pacific U., to vice-president for business and finance at Agnes Scott College.
Stephen J. Gahret, assistant vice-president for finance at St. Thomas U. (Fla.), to associate vice-president for finance at Barry U.

Continued on Following Page

Gazette

Continued From Previous Page
Jack Olym, assistant director of financial aid at Cardinal Stritch College, to associate director.

David W. Hartman, former associate dean of public service at Virginia Commonwealth U., to associate dean of the school of community service at U. of North Texas.

Thomas J. Hayes, professor of marketing at Xavier U. (Ohio), also to director of institutional advancement.

Garry D. Hays, former chancellor of Minnesota State U. System, to president of United States International U.

Patrick A. Heelan, dean of fine arts and humanities at State U. of New York at Stony Brook, to executive vice-president at Georgetown U.

Deborah L. Howard, director of facilities planning at Old Dominion U., to director of facilities resources at Pennsylvania State U.

Daniel A. Jakson, president of the Orchard Ridge campus of Oakland Community College, to vice-chancellor for planning and development of the community-college district.

Dann J. Johnson, professor of finance at Virginia Polytechnic Institute and State U., to dean of the school of business and accounting at Wake Forest U., effective July 1.

Elio B. Jorgensen, professor of English at Western Michigan U., also to associate dean for curriculum and instruction in the College of Arts and Sciences.

Laurence M. Katz, dean of the school of law at U. of Baltimore, has announced his resignation as dean, effective no later than spring 1993. He will remain on the faculty as professor of law.

Leonard R. Lindenmeyer, associate professor of computer-information systems at Anne Arundel Community College, to head of the division of engineering and computer technologies.

Margaret B. Manning, personnel director at Johns Hopkins U., to director of human resources and labor relations at Bloomsburg U.

L. William Miles, former senior vice-president of Call Interactive (Fairfield, Conn.), to vice-president for administration at Fairfield U.

Donald A. Morris, president of Olivet College, to president of Olivet College.

Janis J. Nichols, director of public affairs and associate professor of development at Southern Oregon State College, to director of communications at Portland State U.

Arnold Packer, former U.S. Assistant Secretary of Labor, to senior fellow in the Institute for Policy Studies at Johns Hopkins U.

Melody C. Pierce, associate in professional education at New York State Education Department, to director of student life at U. of the Virgin Islands.

David Placey, assistant director of admissions and enrollment conversion at Eastern Michigan U., to assistant director at Washtenaw Community College.

Ronald H. Provost, former vice-president for academic affairs at St. Michael's College, to president of the Boston campus and professor and dean of the international department of Shoma Women's U. (Japan).

George N. Rainford, president of Lynchburg College, has announced his retirement, effective no later than June 1993.

Eric R. Riedel, vice-president for student affairs at Bradford College, to vice-president for student development at Colby-Sawyer College.

John Russell, former director of construction at Dallas Independent School District, to director of facilities at U. of Dallas.

Wendy Schneider, admissions counselor at U. of Wisconsin-Parkside, to admissions director at Indiana U. at Kokomo.

Carol A. Scott, dean of the Framingham campus of Massachusetts Bay Community College, to dean of the Caledonia County Campus of Jamestown Community College.

Janet Stokstad, professor of optometry at U. of Houston, to dean of the College of Optometry.

Steven R. Wallace, president of Austin Community College, to president of Inver Hills Community College, effective in July.

Karen A. Wells, vice-president for educational services at Metropolitan Community College (Neb.), to vice-president for instruction at Sinclair Community College.

Patricia J. Whitney, director of personnel and education at NCR Corporation (Dayton, Ohio), to director of human resources at Sinclair Community College.

Floyd W. Windel, professor of accounting at U. of South Alabama, to professor of accounting at Bentley College.

Bobby R. Wright, president of Northeastern Oklahoma A&M U., has announced his resignation, effective June 30.

Peter J. Wyeth, managing director of development at Philadelphia Orchestra Association, to vice-president for advancement at Virginia Commonwealth U.

IN THE ASSOCIATIONS

Chloe T. Reid, admissions director for the school of law at Whittier College, to assistant director of council affairs at Law School Admission Services, the operating arm of Law School Admission Council.

William Sauer, Jr., associate vice-president for extension and professor of education at Auburn U., has been elected president of Society for Advancement of Management.

MISCELLANY

Deborah Laff, senior producer at ABC News (New York), to president of Joyce Foundation.

Alvin Major, Jr., vice-president for development affairs at Lehigh-Owen College, to vice-president for development and marketing at Black College Satellite Network (Washington).

Deaths

Mary Latimer Gardner, 96, former professor of literature at James Madison U., May 1 in Fairfax, Va.

Shawlin Greene, 60, professor of urban and regional planning at George Washington U., April 27 in Washington.

Wilbur S. Howell, 87, former professor of rhetoric and oratory at Princeton U., April 20 in Neasham, N.J.

Frank B. Napol, 44, director of alumni development at Emerson College, May 4 in Cambridge, Mass.

Rosa Lee Nambe, 86, former professor of pediatrics at New York U., April 27 in New York.

Dwight R. Nicholson, 44, chair of physics and astronomy at U. of Iowa, November 1 in Iowa City.

Joan T. Palmer, 88, former director of admissions at Barnard College, April 30 in New York.

Mahler Ryder, 55, professor of illustration at Rhode Island School of Design, February 27 in Providence, R.I.

Nellie J. Sanden, 69, professor emerita of music at Western Michigan U., April 19 in Hashtina, Mich.

George J. Stokel, 61, photography-media adviser at Bergen Community College, April 20 in Westwood, N.J.

Patricia Thomas, member of the English faculty at Rhode Island School of Design, April 3 in Providence, R.I.

Apollon P. D. Vekis, 93, co-founder and former professor at New England College of Pharmacy, April 29 in Peterborough, N.H.

Coming Events

A symbol (a) marks items that have not appeared in previous issues of The Chronicle.

20-21: Grantsmanship. "Technical Assistance/Grant Writing," teleconference, Center for Leadership Development, and Research and the University of New Mexico. Contact: Center for Leadership Development, and Research, P.O. Box 91277, Washington 20090-1277, fax (202) 337-2451 or Walter Barwick, (202) 737-2405.

20-21: Communication. "Communication in Uncertain Times," conference on corporate communication, Fairleigh Dickinson University, Madison, N.J. Contact: Michael B. Goodman, (201) 993-8710.

20-21: Management. "Values Based Total Quality Management for Higher Education," Institute, Marian College, West Point, N.Y. Contact: (414) 923-8140, fax (414) 921-8228.

20-21: Nursing. "Successful Grantwriting Techniques for Nurses and Health-Care Professionals," seminar, David G. Bauer Associates, Omni Park Central Hotel, New York. Contact: DGBA, (800) 836-0732.

20-22: Academic advising. Regional conference, National Academic Advising Association, University of Kansas, Lawrence, Kan. Contact: Joe VanZandt, (913) 864-4371.

20-22: Research parks. "Global Technology Development: University Research Parks and Incubators," annual international conference, Association of University Related Research Parks, Austin, Tex. Contact: (602) 752-2002, fax (602) 752-2003.

20-23: Literature. Bicentennial conference on Percy Bysshe Shelley, National Endowment for the Humanities and New York Public Library, New York. Contact: Betty T. Bennett, (212) 746-0635.

20-24: Interdisciplinary studies. "Myth and Knowledge," interdisciplinary conference, Sir Wilfred Grenfell College of Memorial University of Newfoundland, Corner Brook, Newfoundland. Contact: Michael Coyne or George Gunther, (709) 637-6333, fax (709) 639-8125.

20-24: Academic advising. Regional conference, National Academic Advising Association, Appalachian State University, Boone, N.C. Contact: Earlene McNeill or Pam Hoffman, (704) 262-2167.

22-24: Black students. "The Research Problem: Black Intellectual Activism on the Horizon of the 21st Century," annual conference, National Black Graduate Student Association, Howard University, Washington. Contact: (510) 642-5881 or (510) 642-6680.

22-24: International education. Workshops, NAFSA: Association of International Educators, Chicago. Contact: NAFSA, Suite 1000, 1875 Connecticut Avenue, N.W., Washington 20009-5728; (202) 462-4811, fax (202) 667-3419.

22-28: Sport history. Annual convention, North American Society for Sport History, Dalhousie University, Halifax, Nova Scotia. Contact: Joan Paul, (506) 495-5500, fax (506) 495-5500.

22-28: Faculty development. "Creating Climates for Learning," workshops, Council of Independent Colleges, Cleveland and Philadelphia. Contact: Mary Ann Rehne, c/c, Suite 320, One Dupont Circle, Washington 20036; (202) 466-7230.

22-29: Fund raising. "Effective Personal Communication in Major Donor Solicitation," workshop, Council for Advancement and Support of Education, Washington. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

22-29: Minorities. "Redefining Education: The Challenge of Black Leadership," conference, Illinois Committee on Black Concerns in Higher Education, Northeastern Illinois University, Chicago. Contact: Melvin C. Terrell, (312) 794-2867, fax (312) 794-6136.

22-29: Women's studies. Conference, Association of Women's Music and Culture, Indiana University, Bloomington, Ind. Contact: (812) 855-4661 or Susan Frazier, Goldenrod and Horizons, 1712 East Michigan Street, Lansing, Mich. 48912; (517) 484-1712.

27-30: Information. "Telecommunications, Networking, and the Networked Information Resource Revolution," mid-year meeting, American Society for Information Science, Albuquerque, N.M. Contact: ASIS, 8720 Georgia Avenue, Silver Spring, Md. 20910; (301) 495-0900.

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28-30: American studies. "Suburban Development and Quality of Life in the U.S.A.," interdisciplinary national conference, International Institute for Suburban and Regional Studies, Baltimore. Contact: Carol H. Bonta, 11885 Maryland Center, Box 324, Baltimore 21239; (410) 426-6000.

28-30: Community colleges. Regional conference, Association of Community College Trustees, Williamsburg, Va. Contact: accct, 1740 N. Street, N.E., Washington 20036; (202) 775-9497.

28-30: Deaf students. "Educational Applications of Technology for Deaf Students," national symposium, National Technical Institute for the Deaf, Rochester School for the Deaf, Rochester, N.Y. Contact: Rochester Institute of Technology, National Technical Institute for the Deaf, 14623-0887; (716) 475-6821, fax (716) 475-6500.

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28-31: Biology. "The Cell and Molecular Biology of *Chlamydomonas*," international conference, Genetics Society of America and other sponsors, Asilomar Conference Center, Pacific Grove, Cal. Contact: George Witman, Worcester Foundation for Experimental Biology, Shrewsbury, Mass. 01545; (508) 842-8921, fax (508) 842-3915, or csa, 9650 Rockville Pike, Bethesda, Md. 20814; (301) 571-1825, fax (301) 530-7079.

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28-30: American studies. "Suburban Development and Quality of Life in the U.S.A.," interdisciplinary national conference, International Institute for Suburban and Regional Studies, Baltimore. Contact: Carol H. Bonta, 11885 Maryland Center, Box 324, Baltimore 21239; (410) 426-6000.

28-30: Community colleges. Regional conference, Association of Community College Trustees, Williamsburg, Va. Contact: accct, 1740 N. Street, N.E., Washington 20036; (202) 775-9497.

28-30: Deaf students. "Educational Applications of Technology for Deaf Students," national symposium, National Technical Institute for the Deaf, Rochester School for the Deaf, Rochester, N.Y. Contact: Rochester Institute of Technology, National Technical Institute for the Deaf, 14623-0887; (716) 475-6821, fax (716) 475-6500.

28-31: American studies. Annual conference, American Studies Association, University of Maryland, College Park, Md. Contact: American Studies Association, 14623-0887; (716) 475-6821, fax (716) 475-6500.

28-31: Biology. "The Cell and Molecular Biology of *Chlamydomonas*," international conference, Genetics Society of America and other sponsors, Asilomar Conference Center, Pacific Grove, Cal. Contact: George Witman, Worcester Foundation for Experimental Biology, Shrewsbury, Mass. 01545; (508) 842-8921, fax (508) 842-3915, or csa, 9650 Rockville Pike, Bethesda, Md. 20814; (301) 571-1825, fax (301) 530-7079.

28-31: Black students. "The Research Problem: Black Intellectual Activism on the Horizon of the 21st Century," annual conference, National Black Graduate Student Association, Howard University, Washington. Contact: (510) 642-5881 or (510) 642-6680.

22-24: International education. Workshops, NAFSA: Association of International Educators, Chicago. Contact: NAFSA, Suite 1000, 1875 Connecticut Avenue, N.W., Washington 20009-5728; (202) 462-4811, fax (202) 667-3419.

22-28: Sport history. Annual convention, North American Society for Sport History, Dalhousie University, Halifax, Nova Scotia. Contact: Joan Paul, (506) 495-5500, fax (506) 495-5500.

22-28: Faculty development. "Creating Climates for Learning," workshops, Council of Independent Colleges, Cleveland and Philadelphia. Contact: Mary Ann Rehne, c/c, Suite 320, One Dupont Circle, Washington 20036; (202) 466-7230.

22-29: Fund raising. "Effective Personal Communication in Major Donor Solicitation," workshop, Council for Advancement and Support of Education, Washington. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

22-29: Minorities. "Redefining Education: The Challenge of Black Leadership," conference, Illinois Committee on Black Concerns in Higher Education, Northeastern Illinois University, Chicago. Contact: Melvin C. Terrell, (312) 794-2867, fax (312) 794-6136.

22-29: Women's studies. Conference, Association of Women's Music and Culture, Indiana University, Bloomington, Ind. Contact: (812) 855-4661 or Susan Frazier, Goldenrod and Horizons, 1712 East Michigan Street, Lansing, Mich. 48912; (517) 484-1712.

27-30: Information. "Telecommunications, Networking, and the Networked Information Resource Revolution," mid-year meeting, American Society for Information Science, Albuquerque, N.M. Contact: ASIS, 8720 Georgia Avenue, Silver Spring, Md. 20910; (301) 495-0900.

27-30: Philosophy. Conference on Santayana, Texas A&M University and other sponsors, Austin, Texas. Contact: Herman J. Sankamp, Philosophy Department, Texas A&M University, College Station, Tex. 77843-4237.

27-31: Computers. Conference on "Mathematics," Wolfram Research Inc., Boston. Contact: Donna Brown, Wolfram Research, 100 Trade Center Drive, Champaign, Ill. 61820-7237; (617) 398-0700, fax (617) 398-0747.

28-30: Philosophy. Canadian section meeting, International Society for Philosophy of Law and Social Philosophy, Charlottetown, Prince Edward Island. Contact: Wesley Crass, Philosophy Department, Laurentian University, Sudbury, Ontario P3B 2C6.

28-30: Student recruitment. "CASE Study of a Gold Medal Student-Recruitment Program," workshop, Council for Advancement and Support of Education, Pennsylvania State University, University Park, Pa. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

28-29: Non-traditional education. "New Pathways to a Degree: Using Technologies to Open the College," workshop, Annenberg/CPE Project, Saratoga Springs, N.Y. Contact: Carol Twiss, Coordinating Center, Empire State College, Saratoga Springs, N.Y. 12866; (518) 587-2100.

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CONFERENCES, CALLS FOR PAPERS

CALL FOR PAPERS



THE 1992 CONFERENCE ON STUDENT SUCCESS COURSES NOVEMBER 1-4, 1992 • CHICAGO, ILLINOIS

The 1992 Conference on Student Success Courses is your opportunity to explore exemplary student success courses as offered at a wide variety of educational institutions.

The conference will be focused on the planning, implementation, and presentation of courses designed to improve student performance and retention. John Gardner, Francine McNairy, Sharon Thomas, and Dave Ellis will be the plenary session speakers.

Proposals are welcome on such topics as course research, multicultural student populations, nontraditional student needs, critical thinking, career planning, learning styles, substance abuse education, course promotion,

teacher recruitment and training, large group presentations, multi-section course management, creative ideas for communicating success strategies, and related themes.

For presentation proposal criteria or more information, call or write:

College Survival, Inc.
2650 Jackson Blvd.
Rapid City, SD 57702-3474
Toll-free 1-800-528-8323
FAX 1-605-343-7553

CALL FOR PRESENTATIONS

American Technical Education Association, Inc.

Technical educators and representatives from business and industry are invited to submit a presentation proposal for the American Technical Education Association's 30th National Conference on Technical Education in San Diego, CA on March 18-21, 1993. Your presentation should address the conference theme: "Technical Education in the Global Marketplace".

Presenters selected for the conference will be expected to register for the conference and provide for their transportation and housing. Papers presented should be planned for delivery within forty-five minutes. Presentation proposal abstracts of one typewritten page double spaced, and a one page personal biographical sketch must be received no later than August 21, 1992.

Proposals are to be mailed to: George Coffin, Manager of Economic & Career Development Services, San Diego Community College District, 3376 Camino del Rio S., #335, San Diego, CA 92108; Phone (619) 584-6571; Fax (619) 584-6523.

"CALL FOR PRESENTATIONS"

18th National Learning Resources Conference

February 16-19, 1993

Holiday Inn Golden Gateway, San Francisco, CA

The theme of the 1993 Conference is "Building Learning Resources Programs in a Changing Environment." We invite Learning Resources Staff who are successfully addressing the challenges of dealing with change, diversity of populations, demand for information, increasing costs, and integration of technologies to submit ideas for presentations.

To submit ideas or to get more information, contact:

Dr. Donald Kirkorian
Learning Resources Association of
California Community Colleges
4000 Suisun Valley Road/L.R., Suisun, CA 94585
Phone: (707) 864-7106 • Fax: (707) 864-0361

Enhancing Minority Attainment II

SEPTEMBER 11 - 13, 1992

- ☐ Call for Papers
(to be published in post-conference report)
- ☐ Call for Presenters
Deadline for papers and presenters: May 15

A comprehensive conference offering innovative programs to enhance minority access, success, and placement in graduate/professional schools and occupations

Featuring Julian Bond, civil rights activist, educator, historian, and former state senator

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MINORITY
ATTAINMENT

FOR MORE INFORMATION

Call or write Donald Lane
Director, Division of Continuing Studies
Indiana University at Kokomo
2300 South Washington Street
P.O. Box 9003
Kokomo, Indiana 46904-9003
317/455-9404

Coming Events

Continued From Preceding Page
3-5: General education. Community College General Education Association and Suffolk Community College, Haverhill, MA. Contact: Ina Casali or Debra Kline, 548-2579.
3-5: International issues. The League of Building a World of Workforce: Europe vs. America. Institute for Technical and Community Colleges, Maine Technical College System, Scarborough, ME. Contact: Marcia Schools, (207) 1070, fax (207) 289-1037.
3-6: Engineering and minorities. National Action Council for Minority Engineering, Intel International, New Orleans. Contact: William Three West 35th Street, New Orleans 10001-2281; (212) 629-5178.

Deadlines

A symbol (a) marks items that have not appeared in previous issues of The Chronicle.

FELLOWSHIPS

June 1: Humanities. Application from independent scholars for fellowships in the humanities. Contact: National Endowment for the Humanities, (202) 786-0466.
June 1: Fulbrights. Application for Fulbright awards for teaching in Denmark, Finland, Hungary, India, Italy, and the Netherlands. Contact: American Council on Education, 1516 Washington Street, N.W., Suite 5M, Box 408, Washington 20008; (202) 686-4339.
June 1-5: Fulbrights. Application for Fulbright awards for research in Australia or South Africa. Contact: Council for International Exchange of Scholars, 3007 Tilden Street, N.W., Suite 5M, Box 408, Washington 20008; (202) 686-4339.
June 1-5: India. Applications for awards for postdoctoral research in the Indo-American Fellowship Program. Contact: Council for International Exchange of Scholars, 3007 Tilden Street, N.W., Suite 5M, Box 408, Washington 20008; (202) 686-4339.
May 28: International education. Applications from colleges for grant outreach to students from Asia, Africa, and Latin America. Contact: Paul Morley, National Association of International Scholars, 1875 Connecticut Avenue, N.W., Suite 1000, Washington 20006; (202) 462-4811.
May 28: Medical education. Applications from medical schools for grants under the new Generalist Physician Initiative of the Robert Wood Johnson Foundation. Contact: Jack H. Cohen, (314) 882-1613, fax (314) 884-6992.
June 1: Humanities. Applications for grants for preservation of and access to important collections in the humanities. Contact: National Endowment for the Humanities, (202) 786-0466.
June 1: Humanities. Applications for grants for publication of texts in humanities or for translation into English of important works. Contact: National Endowment for the Humanities, (202) 786-0466.
June 5: Foreign students. Applications for grants to assist graduate students from underdeveloped countries in the United States. Contact: East-Central Bureau of the American Association of University Professors, 1875 Connecticut Avenue, N.W., Suite 1000, Washington 20006; (202) 939-3124, fax (202) 311-3115.
June 5: Humanities. Applications for grants for humanities projects in the arts and historical organizations. Contact: National Endowment for the Humanities, Room 420, 1100 Pennsylvania Avenue, N.W., Washington 20004; (202) 786-0284.

Reynolds Community College. Community College, P.O. Box 23285-5622, Richmond, VA. 23285-5622.
June 8: Geologic remote sensing. Proposals on the theme "Geological Remote Sensing: Exploration, Environment, and Engineering." for possible presentations at a conference, to be held in February 1993 in Pasadena, CA. Contact: Nancy J. Wallman, ERIM, P.O. Box 134001, Ann Arbor, MI 48113-4001; (313) 994-1200, ext. 3234, fax (313) 994-5123.
June 15: American studies. Proposals on the theme "Economic and Social Issues in the New South: Perspectives on Race and Ethnicity" for possible presentations at a conference, to be held in September in Tampa, FL. Contact: Murvin Moore, Institute on Black Life, University of South Florida, 4202 East Fowler Avenue, LHA 609, Tampa, FL 33620.

June 15: Equal opportunity. Proposals on the theme "Taking the Lead: Balancing the Educational Equation—Issues of Equity and Diversity for Women and Girls" for possible presentations at a conference, to be held in October in Oakland, CA. Contact: Edna Mitchell, Director of Graduate Study, Mills College, Oakland, CA 94612; (510) 435-3399.

June 15: Literature. Manuscripts on the theme "The Politics of Popular Fiction," for possible publication in *Lit: Literature, Interpretation, Theory*. Contact: Lee Jacobus and Regina Barreca, Department of English, U-25, University of Connecticut, Storrs, Conn. 06268.

June 15: Journalism. Applications from schools or departments of journalism or mass communication for support for a journalism professional in residence. Contact: Felix Gutierrez, Vice-President, Journalism Manuscripts in Residence Program, Freedom Forum, 1101 Wisconsin Boulevard, Arlington, VA 22209; (703) 528-0800.

June 1: Higher education. Dissertations on the study of higher education, completed between June 1, 1991, and May 31, 1992, for consideration for the Outstanding Dissertation Award of the Association for the Study of Higher Education. Contact: Leonard A. Baird, Educational Policy Studies, 145 Taylor Education Building, University of Kentucky, Lexington, KY 40506; (606) 257-7835.

June 1: Teacher education. Dissertations for consideration for the Distinguished Dissertation in Teacher Education Award given by the Association of Teacher Educators. Contact: Gerald H. Krockover, Purdue University, School of Education, Matthews Hall, Room 106, West Lafayette, Ind. 47907.

June 1: Teaching. Nominations for the Professor of the Year. Contact: Professor of the Year Program, Council for Advancement and Support of Education, Suite 400, 11 Dupont Circle, Washington 20036-1261.

June 5: Aging. Nominations of individuals for Allied-Signal Inc. Achievement Awards in Aging. Contact: Allied-Signal Achievement Awards in Aging, Johns Hopkins Center on Aging, Francis Scott Key Medical Center, 4940 Eastern Avenue, Baltimore 21224; (410) 550-1248.

June 15: Utopian studies. Proposals for possible presentations at the annual meeting of the Society for Utopian

Studies, to be held in November in Baltimore. Contact: Lisa Leibacher, Department of French and Italian, University of Arizona, Tucson, Ariz. 85721; (602) 621-7350 or (602) 299-8727.

Human relations. Papers on the theme "New Directions in Human Relations: Making It Work," for possible presentations at a conference of the Minnesota Human Relations Association, to be held in October in St. Cloud, Minn. Contact: Polly Kellous, Human Relations Center, St. Cloud State University, St. Cloud, Minn. 56301.

Literature. Papers for possible presentations at the annual conference of the Pacific Northwest Library Association, to be held in August in Bellevue, Wash. Contact: Richard Dunn, Mansfield Library, University of Montana, Missoula, Mont. 59812; (406) 243-6771, fax (406) 243-2060.
Non-profit organizations. Case studies to be published in *Nonprofit Management Case Study Collection*. Contact: Ken Koziol, Curriculum and Publications Manager, Institute for Nonprofit Organization Management, Suite 201, San Francisco 94118-3004; (415) 750-5180.

MISCELLANY

May 31: Journalism. Applications from schools or departments of journalism or mass communication for support for a journalism professional in residence. Contact: Felix Gutierrez, Vice-President, Journalism Manuscripts in Residence Program, Freedom Forum, 1101 Wisconsin Boulevard, Arlington, VA 22209; (703) 528-0800.

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VIDEOCONFERENCES

Shakespeare: An Update
New Discoveries

Guests:
VERE, EARL OF BURFORD
from his 12-month American lecture tour

Hoover Institution, Stanford
Editor of *American Monthly Review*
Shakespeare's (October 1991)

and author of The
Shakespeare (McFarland, 1992)

University of Missouri/
Editor of *Garland*
volume *Shakespeare's*

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